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ANNUAL REPORT

FY 2010-2011

Contract No.: EDH-I-00-05-00026-02
Task Order No: EDH-I-04-05-00026-00

This report was prepared for review by United States Agency for International Development. It was submitted to the COTR, Malawi Teacher Professional Development Support activity by Creative Associates International, RTI International and Seward Inc.

ABE/LINK Malawi Teacher Professional Development Support (MTPDS)

Annual Report

FY 2010-11

Prepared by Stephen Harvey, Chief of Party, MTPDS

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**Submitted by: Creative Associates International,
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Abbreviations

ABE	Assistance to Basic Education
ABE- LINK	Linkages in Education and Health
BE	Basic Education
CBE	Complementary Basic Education
COP	Chief of Party
COTR	Contracting Officer's Technical Representative
CPD	Continuous Professional Development
CSOs	Civil Society Organizations
DEMs	District Education Managers
DFID	Department for International Development
DIAS	Department of Inspection and Advisory Services
DLNC	District Literacy and Numeracy Coordinator
DTED	Department of Teacher Education and Development
DTTC	Divisional Teacher Training Coordinators
EDMs	Education Divisional Manager
EDSA	Education Decentralization Support Activity
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMAS	Education Methods Advisory Service
EMIS	Education Management Information Systems
ESIP	Education Sector Implementation Plan
FPE	Free Primary Education
GOM	Government Of Malawi
GTZ	German Technical Cooperation
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IPTE	Initial Primary Teacher Education
IR	Intermediate Result
IRI	Interactive Radio Instruction
IQC	Indefinite Quantity Contract
MANEB	Malawi National Examinations Board
MBC	Malawi Broadcasting Corporation
MCDE	Malawi College of Distance Education
M&E	Monitoring & Evaluation
MIE	Malawi Institute of Education
MIITEP	Malawi Integrated In-service Teacher Education
MTTA	Malawi Teacher Training Activity
MoEST	Ministry of Education, Science and Technology
NESP	National Education Sector Plan
NSTED	National Strategy on Teacher Education and Development
NPC	New Primary Curriculum
NSTED	National Strategy on Teacher Education Development
ODL	Open and Distance Learning
OVC	Orphans Vulnerable Children
OBE	Outcomes-Based Education
PEAs	Primary Education Advisors
PERFAR	Presidential Emergency Plan For AIDS Relief
PCAR	Primary Curriculum and Assessment Reform
PSA	Public Service Announcement

PTA	Parent Teacher Association
PMP	Performance Monitoring Plan.
RAM	Result Area Manager
RTI	Research Triangle Institute
SACMEQ	Southern African Consortium for Monitoring Educational Quality
SEST	Secretary for Education Science and Technology
SMC	School Management Committee
SWAp	Sector Wide Approach
TA	Technical Assistance
TDC	Teacher Development Center
TEMIS	Teacher Education Management Information System
MTPDS	(Malawi) Teacher Professional Development Support
TTC	Teacher Training College
TWG	Technical Working Group
USAID	US Agency for International Development
USG	US Government

Malawi Teacher Professional Development Support Program

Annual Report, FY2011

Submitted October 31st 2011

Prepared by Stephen Harvey, Chief of Party, MTPDS

Project Objectives

The main objective of The USAID-funded **Malawi Teacher Professional Development Support Program** (MTPDS) is to provide technical assistance to the Ministry of Education, Science and Technology (MOEST) to assist in implementing teacher education support and systems management. Under MTPDS, emphasis is on completing and reinforcing introduction of the Primary Curriculum and Assessment Reform (PCAR). The Project has 6 Results each of which is further broken down into Requirements and Standards.

- Result 1: Strengthened Teacher Policy, Support & Management Systems
- Result 2: Enhanced Teacher Performance
- Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth
- Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth
- Result 5: Enhanced Quality of Primary Teaching & Learning Materials
- Result 6: Improved Teacher Education-NPC, M&E Systems & Quality

Targeting teacher trainers, teachers, school administrators and children nationwide, MTPDS links with and complements key MOEST and Government of Malawi (GoM) priority initiatives and plans in teacher education and professional development. MTPDS seeks to provide a cohesive, complementary set of activities that support the GoM in the area of basic primary education to reach goals set in the National Education Sector Plan (NESP), Education Sector Investment Plan (ESIP) and the National Strategy for Teacher Education and Development (NSTED). MTPDS activity is being implemented by the ABE team comprised of Creative Associates International, RTI International and Seward Inc.

- **Creative Associates International (Creative):** Prime Contractor, responsible for overall contract compliance, administration, financial reporting and major commodities purchase (e.g. vehicles, books, etc.).
- **Research Triangle Institute International (RTI):** Subcontractor to Creative, responsible for overarching technical management, strengthening teacher policy, support and management systems by supporting policy implementation, updating management and information systems (TEMIS), assessment of impact of HIV/AIDS on the sector; enhancement of teacher performance for decentralization of teacher training support and Open and Distance Learning (ODL) programs; early grade literacy and numeracy for children in school and out-of-school, learning standards, and continuous assessment; teaching and learning materials; and strategies and capacity building for monitoring and evaluation and data collection.
- **Seward Inc. (Seward):** Subcontractor to Creative, responsible for enhanced teacher performance (including an MP3 player pilot under ODL) through development and implementation of guidelines and relevant tools for Continuous Professional Development (CPD); implementation of light support structures under the CPD model; development of CPD modules including teaching and learning materials; development and delivery of the academic life skills curriculum.

Overall Progress of the Project for FY 2011

Introduction

During the FY 2010-11 MTPDS consolidated its important position in the delivery of USAID funded assistance to the primary education sector in Malawi. Activities were delivered across a range of Result Areas.

Summary of Progress in by Result Area

Result 1: Strengthened Teacher Policy, Support & Management Systems

MTPDS has worked with MoEST to develop a framework, strategy and plan to support NSTED implementation. Four priorities were identified and approved by MoEST for policy support action by MTPDS. Discussion papers have been developed with MoEST counterparts that provide recommendations for actions to support teacher career path development and a review of MoEST roles and responsibilities with special reference to teacher education. A review of the EMIS and TEMIS systems has been undertaken and recommendations for integration and harmonization of the two systems are being developed. As no PEPFAR funds were available to MTPDS during this period no activity was possible in the assessment of the impact of HIV/AIDS on the education sector.

Result 2: Enhanced Teacher Performance

Four CPD modules were successfully delivered nationwide during FY 10-11, reaching virtually all schools in the country. Teacher's Guides and Facilitator's Guides for the following modules were developed in collaboration with MoEST and MIE counterparts: Literacy Module 1, Numeracy Module 1 and Leadership Modules 1 and 2. Over the past year, 27,477 teachers were trained in Literacy 1, 28,181 teachers were trained in Numeracy 1 and 10,310 head teachers and deputies were trained in Leadership 1. A similar, but as yet un-finalized number of head teachers and deputies were also trained on leadership 2. During this FY a total of 100,000 Teacher's Guides and 5,200 Facilitator's' Guides for Literacy, Numeracy and Leadership were produced and distributed. Training was delivered through a flattened cascade model. The most important challenge faced has been finding a practicable model for the delivery and reconciliation of funds to the field. Effort has been maintained in the monitoring of CPD activities in the field though this activity has been inhibited by a lack of vehicles in the divisional offices.

Technical support was provided to the Department of Teacher Education and Development (DTED) in implementation of the Initial Primary Teacher Education (IPTE) – Open and Distance Learning (ODL) program. A 'Study of the ICT Environment as applicable to the IPTE-ODL Environment' was undertaken. An online ODL student database was developed and rolled out to all 6 Teacher Training Colleges (TTCs) nationwide. A pilot study was successfully undertaken with 20 ODL students testing the relevance and applicability of MP3 players as a means of delivering course content to ODL students. A web-based system for sending and receiving SMS text messages between ODL students and their desk officers in TTCs was also developed and tested. It stood ready for implementation at the end of the FY. Support was also provided to DTED in finalizing the content of the ODL Teacher Trainee Handbook. In May Prof. Greville Rumble undertook a consultancy to produce a report entitled 'IPTE – ODL: Revised System Description, Cost Analysis and Budget' - which provides a comprehensive update of ODL implementation.

Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth

During the October 2010 Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) testing instruments were adapted and contextualized for use in Malawi. Forty-five

temporary enumerators were recruited and trained to collect data and 11 MoEST officials were trained as supervisors. Enumerators conducted an assessment of a national sample of 1,000 learners each for EGRA and EGMA. This sample was derived from 50 schools nationwide. The results of the study indicate low levels of achievement. For example, 75% of children entering standard 2 cannot recognize and name a single letter and 40% of children entering standard 4 cannot read a single word in a minute. Most learners tested lack the necessary fluency to enable them to read with comprehension. Reports have been produced for both EGRA and EGMA and were cleared by USAID in April; however, as of the end of the FY, these reports are pending Ministry approval prior to wider distribution. MoEST have taken a considerable amount of time to define and communicate required amendments.

A pilot literacy intervention was initiated in both Salima and Ntchisi districts. A District Literacy and Numeracy Coordinator (DLNC) has been appointed in each district for implementing training. In these two districts, 1,166 teachers in standards 1-4 received 2 days of training on Effective Teaching Practices. In addition, all 866 standard 1 teachers and head teachers have also received 4 days of training in Early Reading Intervention Module 2. A set of scripted lesson plans has been developed for standard 1 teachers that is accompanied by a decodable reader. During this FY, 43,630 copies of the decodable reader have been printed and distributed, with the aim of ensuring that every standard 1 learner in each of the two districts has direct access to reading material. Sensitization meetings have also been held with the SMCs and PTAs from a total of 272 schools in order to mobilize them to support literacy development at community level.

Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth

No activity was undertaken on Complementary Basic Education during this reporting period. It became apparent during this FY that this activity represents a duplication of effort with that of GIZ. Discussions are ongoing with USAID for a contract modification for this activity.

Result 5: Enhanced Quality of Primary Teaching & Learning Materials

During this FY, MTPDS supported MoEST in the development of Continuous Assessment Guidelines for standard 1-4 teachers. In January and February 2011, MTPDS worked with MIE and MANEB to conduct a baseline survey of existing continuous assessment practices in schools. A desk study was undertaken of existing textbooks and teachers' guides. The desk study was followed up by a textbook review research study, conducted in collaboration with MIE, which involved 480 teachers from 120 schools nationwide. The study revealed that while revision is necessary for all textbooks, there are particular weaknesses in both the English and Chichewa textbooks which has necessitated complete redrafting of materials. MTPDS provided technical assistance to MIE in conducting a large scale textbook revision workshop from April 4-15. During this workshop a total of 28 titles were revised and redrafted - 7 Teachers' Guides and 7 Textbooks were revised in both standard 1 and standard 2. At the time of writing these revised drafts are complete with the exception of color illustrations which are being completed by MIE illustrators. A research report which documents the strengths and weaknesses of standard 3 and 4 textbooks has been drafted in collaboration with MIE and awaits finalization and editing.

Result 6: Improved Teacher Education-NPC, M&E Systems & Quality

During this FY, a framework and strategy was developed for the monitoring and evaluation of the National Primary Curriculum (NPC) that was implemented through the Primary Curriculum and Assessment Reform. Work in this result area was severely impeded by the resignation and departure of the Senior M&E Advisor at the beginning of June 2011.

Coordination with USAID

- There has been a change in management on the USAID side of MTPDS. Ms. Marisol Perez who was the COTR for MTPDS from the start-up of the program left Malawi in December 2010 to join the US Foreign Service. Mr. Ramsey Sosola, the Alternate COTR was the acting COTR until the appointment of Ms. Aabira Sher Afgan as the COTR in April 2011. Mr. Ramsey Sosola remains as Alternate COTR.
- Regular meetings were held between the COP, COTR and ACOTR throughout this FY. All Short Term Technical Assistance provided briefings to the COTR about their work.
- MTPDS attended all USAID synergy meetings during this FY through which senior management remained updated about wider developments within the USAID community (Oct 8th, Dec 3rd, Feb 4th and Sept 9th).
- The CoP and Senior Policy Advisor attended the USAID Extended Team Meeting on June 8th, 2011. The purpose of the meeting was to bring together all USAID education projects in Malawi to share experience and provide updates in the presence of MoEST senior management.
- CoP had introductory meeting with new Education Team Leader, Christine Djondo on Sept 12th. There were several visits from Headquarters staff to support the team in Lilongwe. A meeting was also held with the COTR, during her trip to the US, in Washington, DC on August 25th 2011.
- The process of contract modification remained unresolved during this FY. As a result Workplans and the PMP remained in draft form throughout this reporting period. The transaction cost of working on redrafts of the Workplan, PMP, and revised scopes of work and associated budgets and the uncertainty regarding the status of certain results, requirements and standards has impeded progress.

Partnership with MoEST

The system of MoEST Result Area Counterparts is working well and good professional relations have now been established between these Counterparts and each MTPDS Result Area Manager. These counterparts collaborate with the MTPDS Result Managers on the planning and implementation of project activities. They are also the principal target persons for capacity building in each of the result areas, and should therefore be considered as the principal agents of project sustainability within the MoEST.

Result Area	MTPDS Result Manager	MoEST Counterparts
1. Strengthened Teacher Support, Policy and Management Systems	Mr. C Gunsaru	Mr. P. Themu & Mr. E. Salagi (DTED), Mrs. C. Kutsaira (DBE), Mr. A. Chipanga (DIAS)
2. Enhanced Teacher Performance	Dr. A. Phiri Mr. M. Polepole	Mrs. D. Namaona, Mr. V. Mdangwe, Mr. B. Kamanga (DTED), Mrs. D. Matiti, Mr. Chipanga (DIAS), Mrs. M. Phiri (MIE)
3. Improved Early Grade Literacy and Numeracy	Mr. O Banda	Mrs. D. Matiti (DIAS), Mr. G. Chiunda (MANEB), Mr. F. Gama (MIE), Mr. P. Themu (DTED)
4. Improved Early Grade Literacy and Numeracy for Out of School Children and Youth	Mr. M. Polepole	Mrs. C. Kutsaira
5. Enhanced Quality of Teaching and Learning Materials	Mr. M. Polepole	Mr. D. Kaambankadzanja (MIE) Mr. G. Chiunda (MANEB), Mrs. K. Kutsaira (DBE)
6. Improved Teacher Education-PCAR M&E Systems and Quality	Mr. N. Shawa	Mr. A Chipanga, Mr. J. Kayira, (DIAS) Mrs. Kafundu (DEP)

During this FY, MTPDS continued to coordinate all activities closely with the MoEST's own workplan and policy priorities. Regular coordination meetings have taken place throughout this period, with the heads of the two key MoEST departments – namely the Department of Teacher Education and Training (DTED) and the Department of Inspection and Advisory Services (DIAS).

The close integration of MTPDS with MoEST is illustrated by the participation of the CoP in the Annual MoEST Joint Sector Review, 11th-12th November, 2010. During the review DTED presented a progress report on teacher education and development programs which reconfirmed the relevance of activities documented in the Task Order to current DTED priorities. An aide memoir has been produced to this effect by the MoEST. MTPDS activities have been integrated into the MoEST's documented Program of Works for the DTED and DBE.

MoEST also collaborated with MTPDS on the development of the project's draft workplan. On 16th November, 2010 MTPDS met MoEST and Development Partners at Kumbali Lodge to develop the Workplan. This meeting was chaired by the Permanent Secretary (PS) for Basic and Secondary Education (Dr. Simeon Hau), all relevant MoEST heads of department, USAID and Development Partners including DFID, GTZ and CIDA.

Divisional Offices

During the first quarter of this FY, MTPDS successfully placed Divisional Teacher Training Coordinators (DTTCs) in all 6 MoEST divisional offices nationwide (Mzuzu, Kasungu, Lilongwe, Blantyre, Mulanje and Zomba). In each case the officer has been welcomed as an additional member of the divisional team and has been offered office space within the Divisional Office. The DTTCs have been active with the following tasks: supervision of CPD delivery, Training of Trainers for CPD, monitoring of CPD implementation at school level, following up on the liquidation of CPD funds, and Project M&E data collection. Despite being constrained by a lack of vehicles placed in divisional offices, during FY 2010-11 the DTTCs made a total of 487 school visits and supported 4,544 teachers. They monitored a total of 372 CPD trainings.

Summary of Schools Visited, Teachers Observed and CPDs monitored directly by DTTCs

DIVISION	Quarter 1 Oct – Dec 2010			Quarter 2 Jan – Mar 2011			Quarter 3 Apr – Jun 2011			Quarter 4 Jul – Sep 2011			Total
NED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			12			8			15			1	36
Number of teachers observed or supported	45	111	156	14	48	62	114	265	379	56	33	89	686
Number of CPDs Monitored			7			-			33			5	45
CEED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			18			49			22			20	109
Number of teachers observed or supported	134	132	266	160	207	367	354	488	842	252	187	439	1914
Number of CPDs Monitored			5			23			19			20	67
CWED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			13			7			11			13	44
Number of teachers observed or supported	40	71	111	37	81	118	56	142	198	88	157	245	672
Number of CPDs Monitored			13			20			15			10	58
SEED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			10			44			46			12	112
Number of teachers observed or supported	35	25	60	95	85	180	80	101	181	25	25	50	471
Number of CPDs Monitored			8			27			35			8	78
SWED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			18			15			61			25	119
Number of teachers observed or supported	24	40	64	91	28	119	78	61	139	200	96	296	618
Number of CPDs Monitored			4			28			24			13	69
SHED	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of schools visited			15			27			13			12	67
Number of teachers observed or supported	22	28	50	18	27	45	21	25	46	22	20	42	183
Number of CPDs Monitored			4			20			20			11	55
Total national													

DIVISION	Quarter 1 Oct – Dec 2010			Quarter 2 Jan – Mar 2011			Quarter 3 Apr – Jun 2011			Quarter 4 Jul – Sep 2011			Total
Number of schools visited			86			150			168			83	487
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Number of teachers observed or supported	300	407	707	415	476	891	703	1082	1785	643	518	1161	4544
Number of CPDs Monitored			41			118			146			67	372

District Offices

MTPDS District offices have also been established within Salima and Ntchisi districts, in each case staffed by one District Literacy and Numeracy Coordinator (DLNC), who is responsible for leading the delivery of training, coaching and support in these 2 pilot districts.

Coordination with Other Development Partners

MTPDS coordinates and meets regularly with other USAID-funded projects. MTPDS is collaborating and coordinating with the Education Decentralization Support Activity (EDSA) on the review of the Education Management Information System (EMIS). MTPDS is working to ensure that the Teacher Education Management Information System (TEMIS) and the EMIS are integrated and harmonized. MTPDS is coordinating with Tikwere IRI to ensure that the content of CPD delivered to teachers is harmonized with the messages of radio broadcasts. Member of the Read Malawi team have advised in the review of Textbooks and Teachers' Guides which is taking place under Result 4.

MTPDS also collaborates closely with other development partners who are funding teacher education: principal among these are DFID, CIDA and GIZ. Active collaboration has been maintained with CIDA on the revision of textbooks in standards 1 and 2. There has been strong collaboration with GIZ and CIDA, ensuring that their efforts to improve the Initial Primary Teacher Education 1+1 teacher training curriculum are harmonized with MTPDS's work under CPD.

The main mechanism for promoting coordination between the MTPDS and both MoEST and Development Partners is the system of MoEST Technical Working Groups. The TWGs provide a consultative body in which MoEST and partners report on progress, discuss policy and coordinate actions. MTPDS participated in the following meetings:

- The Teacher Education TWG – (27th Oct, 30th Nov, 18th Jan, 15th Mar, 17th Jun, 29th Sep)
- The Basic Education TWG (8th Feb, 29th Mar, 20th May, 12th Aug)
- The SWAp M&E Systems Task Team (Sept 15th, 21st Oct, 23rd Jun)

Communications Branding and Marking

During this Financial Year MTPDS has worked hard to publicize its work to MoEST, partners and to the general public. A series of high profile events have taken place.



- The MTPDS launch event took place on 28th January at Kamwendo TDC in Mchinji District. It served not just as a launch of MTPDS as a project, but also of MoEST policy on teacher development. The event was attended by over a thousand people including many members of MoEST senior management. The Guest of Honor was the Deputy Minister of Education Mrs. Otria Moyo-Jere. The event highlighted the central importance that MoEST places on CPD in its strategy to improve the quality

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and relevance of primary education and to ensure the proper implementation of the New Primary Curriculum. In her speech, the General Programs Development Specialist for USAID, Ms. Joanne Hale informed the Ministry that USAID will continue supporting its efforts to improve the quality of education in Malawi. Speeches from the Director of Basic Education, Mr. McKnight Kalanda and Coordinator of DTED, Mrs. D. Mbewe also underlined MoEST's commitment to the partnership.

- A CPD awards ceremony was held on 5th of July 2011 (see also Success Stories) at which 43 PEAs and Key Teachers from Mzimba North District received certificates of achievement from the US Chargé D'Affaires, Ms. Lisa Vickers and the Deputy Minister of Education Hon. Wictor Songazaudzu Sajeni. These certificates recognized the vital role of the educators as 'foot soldiers' in the delivery of Continuous Professional Development (CPD) to standard 1-4 primary teachers and school leaders under the USAID Funded MTPDS Program. These trainers represent the 950 trainers who have been trained to deliver CPD nationwide, who have already reached out to over 27,000 standard 1-4 teachers and 10,000 heads and deputies with training on teaching literacy and numeracy skills and on instructional leadership. In her remarks, the Chargé D'Affaires, Ms. Lisa Vickers said that USAID will continue to improve literacy levels according to USAID's new Global Education Strategy 2011.
- On September 8th, 2011, all USAID-funded education projects jointly celebrated World Literacy Day at Lilongwe TTC Demonstration Primary School. The event was attended by the Public Affairs Officer at the United States Embassy, Mr. Ben Canavan and the Principal Secretary for Education Science and Technology, Dr Simeon Hau. The Guests of Honour began by visiting pavilions set up by the MTPDS, Tikwere IRI, Read Malawi and the Education Unit at the US Embassy. Guests also visited Standard 1 classrooms where they observed demonstration lessons conducted by Tikwere and Read Malawi. MTPDS showcased a literacy CPD teacher-training session during which teachers shared ideas on techniques to make literacy learning more effective and engaging for learners. Mr. Canavan affirmed that the US government is committed to supporting improved education standards and that there is an unambiguous link between education and economic development. He also quoted President Barack Obama in saying "Education and innovation are the currency of the 21st Century". Mr. Canavan emphasized the commitment of MTPDS, Tikwere, and Read Malawi in working together to support the 3.6 million Malawian learners to improve their literacy levels.
- An MTPDS website has been launched at www.mtpds.org. It is regularly updated with project news. Reports and project materials can be downloaded from this website.
- A new implementation plan has been developed and implemented for branding marking and communication to ensure that all MTPDS activities clearly communicate the support provided by USAID to the people of Malawi.
- A new logo for MTPDS was developed with the Chichewa strap line 'Kuthandiza kutukula aphunzitsi' which means 'Helping to develop teachers'. Office signage, letterheads, business cards, etc., have all been revamped.

Progress by Result Areas

Result 1: Strengthened Teacher Policy, Support & Management Systems

October-December 2010

Throughout this quarter the MTPDS Senior Policy Advisor provided support to the MoEST for the dissemination of NSTED and for the implementation of the policy priorities which it contains. A key event was the NSTED dissemination meeting held at the MoEST on 8th October 2010 which was attended by the Principal Secretary, all heads of department in the MoEST and all main Development Partners.

The NSTED Review Report produced during the last quarter of the previous year (September 2010) was presented to the MoEST Teacher Education TWG on 27th October and the following 4 proposed priorities for policy support within MTPDS were endorsed. This endorsement has subsequently received the written approval of the PS. the priority areas identified were:

- Improve coordination among MoEST departments/ institutions involved in teacher education and development by clarifying their roles and responsibilities.
- Establish a career path for primary teachers that ties advancement to CPD as already outlined in the NSTED (p22). This will require working with MIE, DCE, DHRMD, MGTSC, the Department of Basic Education and DIAS.
- Establish a CPD program aimed at equipping PEAs and senior school staff with supervisory and monitoring skills.
- Introduce the modular CPD program that has accreditation for higher academic qualifications

A meeting with the Directorate of Inspection and Advisory Services (DIAS) on 12th Oct paved the way for work to begin on the documentation of revised roles and responsibilities for all MoEST departments with respect to teacher education.

Plans were drawn up to conduct a study to review the costs and effectiveness of different modes of teacher education employed in Malawi. Terms of reference were drafted and a local consultant was selected to undertake the work.

Plans were drafted and submitted to USAID in October 2010 for a Study of the Impact of HIV/AIDS on education personnel under Requirement 1.5 in an attempt to access PEPFAR funds. This took the form of a documented proposal for PEPFAR funding. A concept note was submitted in February for a collaborative venture with the USAID-funded Bridge 2 project on conducting the study and then following up on its findings with a national CPD training program delivered in collaboration with the Teachers Living Positively (T'LIPO) organization. However, this proposal was not funded as the scope of this proposal was evaluated as being too wide for PEPFAR to be able to fund.

January-March 2011

The Senior Policy Advisor completed a report analyzing the relevance of the work of previous USAID projects (notably MTTA and PSSP) to current MTPDS efforts to support implementation of the National Strategy on Teacher Education (NSTED). The conclusions of this report largely supported those of the previous 'NSTED' review report. The four priority areas for policy support remain as previously reported and agreed with MoEST.

The planned study on cost and effectiveness of models of teacher education was delayed. The process of contracting the local consultancy firm identified took longer than anticipated.

The process of integrating EMIS and TEMIS was initiated through MTPDS's participation in a national workshop on the modification of the EMIS questionnaire. MTPDS seeks to ensure that key functionalities of TEMIS are integrated into EMIS. This will necessitate the addition of a separate EMIS questionnaire for Teacher Development Centers in order that details of Continuing Professional Development (CPD) are captured. MTPDS drafted suggested new data capture tables to the Planning Department to further this process.

The Senior Policy Advisor generated a discussion paper on Roles and Responsibilities of MoEST departments with respect to teacher education which was discussed at a workshop on 22nd February 2011. It received high level support from MoEST. The meeting was chaired by Dr. Simeon Hau (Permanent Secretary for Education) and attended by all directors and many other senior staff. The proposals contained in the report were endorsed.

MTPDS continued to exert effort to access PEPFAR funds to undertake the HIV/AIDS impact study described under Requirement 1.5 of the task order. A concept note was submitted in February for a collaborative venture with the USAID funded Bridge-2 project on conducting the study and then following up on its findings with a national CPD training program delivered in collaboration with the T'LIPO (Teachers Living Positively) organization. However the scope of this proposal was considered too wide for PEPFAR to be able to fund. We are currently revising the concept note for resubmission.

April-June 2011

Draft guidelines on career path development were produced and shared with counterparts including the Principal Secretary of the MoEST and with USAID during this reporting period.

A contract was awarded to a local consultant (Millennium Consulting) to undertake work under requirements 1.3 to review variations in costs and effectiveness of different approaches to teacher assignment and training.

Also, under Requirement 1.3, MTPDS proposed a consultant for the EMIS/TEMIS integration task, Mr. Charles Matemba, who was working with EDSA at the time. His appointment was approved by USAID.

Good progress was maintained under Requirement 1.4 in the review of roles and responsibilities of departments and institutions. A draft report has been submitted to USAID and was approved.

Work on assessing the impact of HIV/AIDS was impeded by a lack of clarity on the availability of PEPFAR funds.

July 2011-Sept 2011

The NSTED policy framework was submitted to USAID on August 11th, and feedback was received on 22nd September. This document reviews the various NSTED policy options and distinguishes those which have and those which have not so far been implemented. The document is intended to assist the MoEST in prioritization of future policy support actions by both MoEST and MTPDS.

MTPDS has also developed a draft NSTED Implementation Strategy and Implementation Plan which addresses the question of improving linkages between pre and in-service training. These documents lay out six priorities that the MoEST has identified for implementation.

- i. Improve coordination between the Ministry's institutions and departments with various teacher training and management roles.
- ii. Introduce modular CPD programs that have accreditation for higher teacher academic qualifications.
- iii. Tie Continuous Professional Development (CPD) programmes to career path advancement and rewards/awards.

- iv. Ensure teachers have at least 3 days of CPD sessions in a year.
- v. Train Primary Education Advisers (PEAs) and senior teachers to support CPD.
- vi. Make it mandatory that school improvement plans include CPD.

Within the strategy and plan, the rationale for each priority is explained, the actions necessary for its implementation are described, and timeframes, estimated costs and persons responsible are defined.

After conducting a literature review and design of appropriate instruments, field work was undertaken in September by Millennium Consulting for a study of teacher education costs and effectiveness at TTCs. This forms part of efforts under Requirement 1.3 to provide the MoEST with better information regarding the relative effectiveness of different approaches to teacher supply and training.

A further study was undertaken by local consultant, Mr. Charles Matemba, which has generated documented recommendations and a plan for the integration of TEMIS and EMIS. The report presents a comprehensive plan for the enhancement and integration of EMIS and TEMIS. It is based on interviews with 14 MoEST officers from all relevant departments and with DEMs and PEAs at district level.

A draft discussion paper on Clarification of Roles and Responsibilities of MoEST Departments and Institutions has been shared with Senior MoEST counterparts for finalization.

Keeping work in this result area on schedule remained challenging during this quarter because much of the work depends on the availability of senior MoEST counterparts who have numerous competing demands on their time. This has adversely affected the timing of work under requirements 1.2 and 1.4. This requires constant communication with MoEST counterparts and flexibility on the part of MTPDS.

Summary Table: Progress against Workplan

Progress reported against timeframes stated in the 7-20 month workplan submitted to USAID on 25th September 2011

Result 1 – Strengthened Teacher Support, Policy and Management Systems			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
Requirement 1.1. Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi the NSTED.			
1.1.a .NSTED reviewed within month of award	1.1.1. Review NSTED document finalized by MoEST technical directorates	Aug-Oct 2010	Completed Oct 2010
1.1.b. NSTED recommendations provided for the development of a draft policy framework within one month of award	1.1.2 NSTED review report drafted to contain recommendations for draft policy framework	Aug-Oct 2010	Completed Oct 2010
1.1.c. Draft teacher education-related policy framework produced for MoEST approval that articulates key priority teacher education support, policy and management issues strategy and strategy implementation options by three months after award	1.1.3. Draft a teacher education policy framework that articulates key, priority teacher education support, policy and management issues strategy and implementation options.	Aug 2010-June 2011	Draft submitted to USAID 11 th August. Revisions ongoing
1.1.d NSTED strategy developed within four months after award, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/Continuous Professional Development	1.1.4. Hold NSTED Policy Dialogue forum	Aug 2010 to Oct 2010	Conducted Oct 2010
	1.1.5. Develop and document NSTED strategy document	Aug 2010 to Jun 2011	Ongoing and nearing completion Submission to USAID expected in Oct 2011
1.1.e. NSTED implementation plan developed supporting strategic elements as above, within	1.1.6. Draft NSTED implementation plan	Jun 2011 to Jul 2011	Submitted to USAID in Oct 2011

Result 1 – Strengthened Teacher Support, Policy and Management Systems			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
four months after award			
1.1.f. NSTED guidelines drafted and shared with central MoEST, relevant Technical Working Group (TWG) and representative group of the 6 Division and 34 Districts Education Offices and Officers, teachers and other education personnel for feedback and revision within 6 months of award	1.1.7. Assist MoEST to draft implementation guidelines based on implementation plan.	Jun 2011 to Jul 2011	Submitted to USAID in Oct 2011
	1.1.8. Share draft NSTED implementation guidelines with TWG and representatives of	Aug 2011	Anticipated completion Oct. 2011
1.1.g. · NSTED guidelines finalized, approved and disseminated to all 6 Divisional and 34 Districts Education Offices and Officers and all within six to eight months, as agreed with MoEST and USAID	1.1.9. Finalize and submit NSTED Guidelines for approval from USAID and MoEST	Aug 2011	Anticipated completion Nov. 2011
	1.1.10. Assist MoEST to disseminate approved NSTED implementation guidelines to all Divisions and Districts	Sept 2011	Anticipated completion Nov. 2011
Requirement 1.2. Determine key, priority policy actions and support their implementation.			
1.2.a At least 3 priority actions implemented from the plan listed above - actions that address or support top, priority MoEST policy areas affecting teachers, e.g., Teacher Accreditation Systems, Recruitment, Deployment, HIV/AIDS in the Workplace policies	1.2.1. Review evaluations and project reports related to MTTA, PSSP and other successful teacher development and support activities	Mar 2011 to Apr 2011	Completed March 2011. Report on file
	1.2.2. Determine in collaboration with MoEST, USAID and relevant stakeholders which policies the MTPDS activity should directly support	Aug 2010 to June 2011	Anticipated that these priorities will be the same as those identified in NSTED review and endorsed by PS. Definition will be complete in forthcoming quarter.
	1.2.3. Work with the relevant MoEST offices and other stakeholders to draw up specific implementation strategies and plans for each of the 3 priority strategies	Mar 2011 to Jul 2011	A strategy and plan has been developed for Career Path development and enhanced roles and responsibilities.
1.2.b. Priority strategies implementation progress and Results documented and shared with relevant TWG and MoEST monthly	1.2.4. Support implementation of 3 priority strategies to address e.g., accreditation systems, recruitment, deployment, redeployment, professional advancement, HIV/ AIDS in the workplace	Jul 2011 to Sept 2011	Ongoing from July 2011
	1.2.5. Document progress in implementation of priority strategies	Jul 2011 to Sept 2011	Ongoing from July 2011
	1.2.6 Report progress to TWG and MoEST	Jul 2011 to Sept 2011	Started in July 2011
1.2.c Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements and,	1.2.7 Detailed implementation strategies for 3 priorities drafted	Aug 2011 to Sept 2011	Planned, Not yet started

Result 1 – Strengthened Teacher Support, Policy and Management Systems			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
importantly, include the key communication and information-sharing activities needed to support successful implementation			
Requirement 1.3. Develop an updated teacher education management information systems (TEMIS) that is integrated with EMIS			
1.3.a. Teacher Education Management Information Systems (TEMIS) and EMIS harmonized and integrated by the end of year 2	1.3.1. Review the variations in costs and effectiveness of different approaches to teacher assignment and pre- and in-service training activities	Mar 2011 to Jul 2011	IPTE data has been collected from DTED, Field work is ongoing.
	1.3.2. Produce report analyzing and presenting pertinent information concerning critical areas of teacher recruitment, assignment, education and support policies	Aug 2011 to Sept 2011	Report writing expected Oct and Nov 2011
	1.3.3. Plan and conduct an assessment of the existing TEMIS system	Aug 2010 and Aug – Sept 2011	Assessment Completed
	1.3.4. Draw up a plan on how best to integrate EMIS and TEMIS, in collaboration with the Directorate of Education Planning and DTED	Aug 2010 and Sept 2011.	Submission expected October 2011
Requirement 1.4. Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development			
1.4.a Participatory process initiated within the first three months post-award, including the use of relevant TWGs, to examine and clarify roles and responsibilities of Ministry Departments and institutions at central and decentralized levels (e.g. EMAS, DTED and Malawi Institute of Education (MIE) and Malawi College of Distance Education (MCDE), as well as relevant groups or structures (e.g. PCAR Coordination Committee and other PCAR governance structures), regarding teacher education	1.4.1. Examine and clarify roles and responsibilities of Ministry departments/ institutions at central and decentralized levels in matters of teacher education and development.	Oct 2010 to Mar 2011	Ongoing. Process initiated as reported above.
1.4. b. Teacher education roles and responsibilities clarification recommendations submitted to MoEST/ Sector Working Group (SWG).	1.4.2. Produce draft clarification recommendations on Teacher Education and Development roles and responsibilities of various MOEST departments and institutions	Jan 2011 to May 2011	Produced May 2011 working in collaboration with MoEST counterparts
	1.4.3 Submit clarification recommendations on roles and responsibilities to USAID & MOEST for approval	Jun 2011	Submitted May 2011
	1.4.4. Share clarification recommendations on the roles and responsibilities of the departments with TWG	June 2011 to July 2011	Ongoing

Result 1 – Strengthened Teacher Support, Policy and Management Systems			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
	and teacher training institutions		
1.4.c. Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions	1.4.5. Work with the appropriate TWG to develop an action plan for improved coordination between MoEST teacher education institutions and other higher learning institutions involved teacher education and development	July 2011	Ongoing
1.4. d. A minimum of 2 processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, DIAS, MIE, and MCDE) by end of Year 1	1.4.6. Ensure that MTPDS selects and initiates 2 parts of this action plan that have the most potential for leveraging greater collaboration and coordination in teacher education	Aug. to Sept. 2011	Ongoing
1.4.e. Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings during life of activity	1.4.7. Participate in and support the Teacher Education Technical Working Group and PCAR Coordinating Committee meetings	Ongoing throughout	Ongoing with regular attendance at all convened meetings
Requirement 1.5. Assess impact of HIV/ AIDS on education personnel and pupils (All activity subject to receiving PEPFAR funding).			
1.5.a. Existing studies, efforts and institutions addressing HIV/ AIDS in the education sector reviewed	1.5.1. Develop and submit funding proposal to PEPFAR for funding impact study	Nov 2010 to Sept 2011	2 proposals submitted to PEPFAR for funding, not funded
	1.5.2. Collect and review existing studies, efforts and institutions (like the National AIDS Commission) addressing HIV/AIDS in the education sector	Feb 2011 to Sept 2011	No tasks undertaken due to non-availability of PEPFAR funding
1.5.b. Utility of existing EMIS and TEMIS data for assessing the impact of HIV/ AIDS evaluated	1.5.3. Plan to evaluate the utility of existing EMIS and TEMIS data for assessing the impact of HIV/AIDS	Sept 2011	Activity Subject to the approval of PEPFAR funding
1.5.c. Methodology designed to gather information and address gaps in the existing knowledge	1.5.4. Design the methodology most likely to gather the information and address the gaps in the existing knowledge concerning the impact of HIV/ AIDS on the sector and the likely ways to mitigate those impacts	Sept 2011	Activity Subject to the approval of PEPFAR funding

Result 2: Enhanced Teacher Performance

October –December 2010

CPD

Substantial progress was registered during FY 2010-11, working in partnership with MoEST, in the development and implementation of a national system for the delivery of CPD capable of delivering training to all primary teachers and head teachers nationwide. The model has the following features:

- Head teachers and senior teachers are being empowered to lead school-based CPD in accordance with principles laid out in the MoEST Technical Manual for CPD.
- Direct training of teachers to take place at cluster level in order to develop local communities of practice and minimize expenses such as transport reimbursement
- The cascade is to be kept as 'flat' as possible. Master trainers will deliver training directly to all PEAs and Key Teachers who will then train teachers directly at cluster and school level.
- A Key Teacher was selected in each zone to assist the PEA with coaching and monitoring.



Leadership Training at Mpalula TDC

During October, the CPD team worked with MIE to finalize CPD modules for both Leadership and Literacy CPD training. Each was produced in the form of both a participants' manual and a facilitators' manual. Over 5,000 Leadership Facilitator's manuals and a little over 11,000 participant's manuals were printed and distributed for all head teachers nationwide for the Leadership programme and 5,000 Literacy Facilitator's manuals and 30,000 participant's manuals have been printed and distributed for the literacy programme for standard 1-4 teachers nationwide.

A national cadre of 30 Master Trainers was trained from November 1-3, 2010 to deliver both the leadership and literacy modules. Between November 15-20, further workshops were held by these Master Trainers in the 6 education divisions nationwide, where Primary Education Advisors (PEAs) and Key Teachers nationwide were trained to deliver the material.

During the school holiday period in December a 2-day Instructional Leadership CPD course was delivered in all districts nationwide; 10,310 head teachers and senior teachers were trained.

Logistical problems delayed the accompanying planned delivery of literacy training to the target group of 31,000 std. 1-4 teachers. These problems included – (i) delays in securing approval for delivery dates due to indecision on the part of MoEST regarding the question of whether training could be delivered during school hours; (ii) delays in the distribution of materials to training centers; and (iii) delays in the disbursement of funds to districts to pay for training expenses.

Also during late 2010, DTED officers expressed dissatisfaction that the CPD supported by MTPDS covered only literacy, numeracy and life skills in standards 1-4 and leadership across the primary school. MTPDS explained that this was necessitated by budgetary constraints. However, MTPDS also fully appreciated that all teachers, not just those teaching core subjects in standards 1-4, would require CPD in order to implement the new curriculum. MTPDS is fully committed to working with the MoEST to develop a sustainable national system for the delivery of CPD which could be deployed to deliver CPD of any kind to primary schools regardless of the funding source.



Teachers engaged in group-work at Bewu Cluster

ODL

During the first quarter of FY 2010-11, based upon the findings of the report presented to USAID during the previous quarter entitled “Study of ICT Environment as applicable to IPTE- ODL environment”, terms of reference were drawn up for a pilot to develop an SMS text message service to enhance support to ODL students in the field.

During October 2010, the ODL Advisor provided technical support to the Department of Teacher Education and Development (DTED) for finalizing the Teacher Trainee Handbook for IPTE ODL students and in providing training for lecturers in the grading of ODL assignments.

During October and November 2011, the ODL Advisor conducted a formal assessment of the capacity of Teacher Training Colleges to run the ODL program. This analysis looked at the staffing, mode of data and record keeping functions of the ODL officer, assessment of ICT skills, institutional support and ICT policy and program needs for the IPTE-ODL. The exercise aimed to inform future support provided by MTPDS in the application of Information and Communication Technology in support of ODL. This initiative is likely to be one of the most significant innovations developed by MTPDS as it will employ methods, previously used successfully in the rural agriculture and health sectors, for teacher education.

January-March 2011

CPD

A crucial breakthrough took place on February 2nd when a workshop was organized to finalize the delivery model for CPD. This had been a sticking point with the MoEST that had hampered progress. At this meeting it was agreed that CPD would take place during school holidays in future and that the MoEST would assist MTPDS in following up on the reconciliation of funds.

There was a notable development in the degree of MoEST ownership of the CPD process, which is the flagship intervention of MTPDS as a whole. Critical to this change has been: (i) the use of the MTPDS launch to also launch CPD as a MoEST policy; (ii) the inclusion of MTPDS CPD activities as an integral part of DTED’s official Program of Works; (iii) The insistence by MTPDS that the DTED CPD Coordinator reports to the Teacher Education TWG on behalf of MTPDS; (iv) The continued high level of participation of middle level DTED officials in all MTPDS-funded activities.

The first literacy module, delayed due to circumstances beyond MTPDs control (as described above), was delivered to a target group of 31,000 standard 1-4 teachers nationwide. The final attendance was 27,477 of whom 15,309 were male and 12,168 were female.

Throughout the 2nd quarter the CPD team has worked with MIE and DTED to: (i) finalize Numeracy CPD materials that are scheduled for delivery during the Easter school holiday and arrange for their printing for a target audience of 31,000 teachers; (ii) Develop initial drafts of the Life Skills module due for implementation during term 3.

A substantial level of effort has been put into monitoring the delivery of CPD. For the first literacy module, out of a total of 2,135 training events that took place, 142 (6.7%) were directly observed by MTPDS or MoEST staff. For the first leadership training, which took place at zonal rather than cluster level, 35 out of a total of 435 trainings (8%) were directly monitored and observed.

Some teachers were interviewed to learn their views on how the trainings were going. Stella Milanzi, a teacher at Nthungwa Primary School in Mzimba North said the literacy workshops were helping her rethink how she teaches literacy. "At the moment, many learners are having difficulty learning how to read. After this workshop, I have the hope that in certain respects, things will change." This sentiment was shared by Charles Bismarck Chiumia, head teacher at Chinkhwengwe Primary School also in Mzimba North, who said it had been a "very wonderful workshop." He continued to say the training had equipped teachers with new skills in the teaching of reading and writing. A trainer at Bewu Cluster Centre, O.L.K. Chirambo, said by suggesting a syllabic approach to the teaching of letters of the alphabet and letter combinations, teachers had added to their skills bag a more flexible technique, which would offer learners proper grounding in letter recognition.

ODL

In the Open and Distance Learning component of Result 2, research was concluded and a report was written entitled "Study of ICT Capacity, Needs and Attitudes of Stakeholders". This report served as a needs-analysis for the forthcoming ODL pilot study for the application of ICT to the field support of ODL pre-service teacher education learners. During the same period, proposals were solicited and negotiations were conducted with mobile phone service providers in preparation for the initiation of SMS text message field support for this target group.

April – June 2011

CPD

In April, 940 facilitators were trained to deliver the Numeracy 1 training module. National roll out of this 2 day module was completed during the 3rd quarter to the target group of 31,000 standard 1-4 teachers. Attendance levels were very robust with a total of 28,181 attending, of whom 15,441 were male and 12,740 were female.

Timely reconciliation of funds and capture of attendance data for CPD proved problematic due to the slow speed of response on these important matters from districts.

Leadership training module 2 was drafted in May and approved by USAID in June. It focuses on instructional leadership, management of assessment and managing change.

The six DTTCs were active in supervision of delivery of the Numeracy CPD module and monitored 129 zones over the course of the past year. Training was observed for a total of 2,755 teachers (1,330 males and 1,425 females)

The six DTTCs were also active in their monitoring of teachers in their classrooms. During this reporting period up to 17th June, 141 schools were visited and 527 teachers were supported (242 male and 285 female).

ODL



The MP3 player used in the pilot study

A technology pilot study was conducted on the use of MP3 players for delivery of numeracy training material in Open and Distance Learning (ODL). The pilot was initiated with the training of 27 student teachers. Results indicate that the tool was greatly appreciated by all those who pilot-tested it. The evaluation report for the MP3 pilot study was submitted to USAID on 15th July.

Preparations were ongoing throughout this period for the piloting of an SMS text messaging system as a means of promoting better communication between students and teacher training colleges.

A consultant visit from Professor Greville Rumble took place from 22nd April to May 8th, investigating and documenting the current status of the MoEST ODL project, provision of field support to ODL students, quality assurance of the ODL system, and ODL budgeting and financing. A report entitled 'IPTE – ODL: Revised System Description, Cost Analysis and Budget' was submitted to USAID on June 7th.

July – September 2011

CPD

MTPDS produced and distributed 1,300 facilitator's modules and 11,000 participant's modules for Leadership CPD Module 2. Training took place of 8 Master Trainers to deliver Leadership Module 2 on July 13th & 14th. Training of 350 Trainers (340 PEAs and 10 SEMAs) for Leadership Module 2 was completed in July using these 8 mobile master trainers to deliver the nationwide training at district level.

In July, MTPDS received direction from USAID (based on ongoing discussions with MoEST) that only those PEAs based at a TDC should be trained -as trainers in CPD. Some of these districts now have zones that are unmanageable in size and have taken the recourse of recruiting additional PEAs, but these positions have not been sanctioned by the MoEST. The reduction in the number of trainers trained to 350 created tensions in some districts where some PEAs that are recognized by district are not recognized by MTPDS. The only mechanism available to alleviate this situation is to carefully select the placement of the 25 additional trainers allowed under the MTPDS contract to provide additional support to the larger districts. MTPDS is working with the Ministry to communicate with districts to clarify which PEAs they officially recognize.

On Friday, 29th July 2011, MTPDS received notification from USAID to suspend all payments made to GoM accounts and not use government officials to disburse funds at trainings. This instruction renders the existing system for disbursement of funds for CPD inoperable. MTPDS is working with USAID to devise a new system for the disbursement of funds, while only using MTPDS accounts, that is workable and provides the necessary controls. Using an alternative means of direct distribution of funds, considerable effort was expended on the part of the CPD team and the DTTCs to distribute funds to districts for the delivery of Leadership Module 2. Every district was visited and cash was signed over directly to the PEAs at district level.

Feedback was received from USAID on CPD Operation and Guidance Plan on 20th July 2011; however it has still not been possible to finalize this document as MTPDS has not yet finalized a new system for disbursement of funds.

National roll-out of Leadership Module 2 took place from 15th to 31st August 2011. The whole target group of approximately 10,338 head teachers and deputies from all districts in Malawi was reached, with the single exception of head teachers and deputies in Lilongwe Rural East. Training was not provided in this district as funds were withheld from this district because they had not yet reconciled funds for the previous module. This has now been done and training has been completed.

Work continued throughout September on the preparation of the next three modules/materials for upcoming trainings: Literacy 2, Leadership 3 and Academic Life Skills 1. These modules will be submitted to USAID prior to being printed. Work was delayed by a lack of feedback from MoEST and MIE partners on earlier drafts (Requirement 2.2).

During this month considerable effort was invested in the development of a new model for the disbursement and reconciliation of funds for CPD without the use of district bank accounts. A series of scenarios was developed for presentation to the CO and COTR. These were further refined and resubmitted to the COTR on 22nd September.

ODL

The ODL student database system was completed and tested. It is currently hosted at the MTPDS website and can be accessed at <http://www.odl.mtpds.org/>.

From July 11th to 15th a training workshop took place in Lilongwe for 13 ODL desk officers and DTED officials (9 males and 4 females) on: (i) use of the ODL database system, (ii) quality assurance measures in ODL; and (iii) best practices in ODL field support.

Effort was ongoing throughout the month to finalize contractual arrangements with Airtel for the SMS pilot. Preparations for the SMS pilot were ongoing with the finalization of the computer database system, purchase of dongles and testing of the software.

The ODL Specialist worked on the production of edited documents which isolate the recommendations from previous STTA reports regarding the following contractual standards as listed below:

- Recommendations for IPTE and ODL materials
- Recommendations for capacity building for TTC lecturers, field supervisors, and mentors
- The ranking of IPTE-ODL components for donor implementation under standard 2.5b.

Work was ongoing during this period on the production of a manual and publicity flyers for the launch of the SMS text message system. The functionalities of this system will include the following:

- Automatic collection of basic demographic data to populate a central database;
- Record of field visits for when a supervisor or TTC lecturer visits a student;
- Answers to basic questions, via SMS or through the EDC Educational Radio broadcast (answers would be compiled to improve the orientation and teaching materials);
- Progress reports from students;
- Reminders of important dates and deadlines;
- Motivational messages, answers to FAQs, weekly teaching tips, etc.;
- Confirmations that an assignment was received, and subsequently the score;
- Surveys, votes, etc., to monitor quality

During September 2011, the SMS text message system was installed and tested in 5 TTCs. The SMS system was also demonstrated to MTPDS staff. Desk officers have received training in its use and it has been well received. The system will enable the ODL desk officers to work more efficiently. A systems description document was produced for the SMS pilot detailing the functioning of the SMS system. Contractual arrangements for the SMS pilot have been concluded with Airtel but the signed original has

not yet been received at the MTPDS office. Discussions were undertaken with Tikwere IRI project to broadcast publicity about the SMS pilot study.

Summary Table: Progress against Workplan

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
Requirement 2.1. Develop Operational Guidance on Decentralization and Delivery of CPD and Teacher Support			
2.1.a. Stakeholders identified that include representatives from the relevant MoEST departments involved in teacher education (e.g. DTED, MIE, EMAS, at a minimum), TTCs, District Education personnel (e.g. Education Divisional Managers (EDMs), District Education Managers (DEMs), Primary Education Advisors (PEAs) and Head teachers) and civil society within first month after award;	2.1.1. Stakeholders list	Month 1	Completed June 2010
2.1.b. Leadership/guidance structure or group, linked to relevant TWG(s), established to oversee CPD start-up efforts under this activity, comprising representative group of relevant stakeholders within first month after award;	2.1.2. Leadership/ guidance structure or group formed	Month 1	Completed May 2010
2.1.c. Consultative, efficient process developed to produce CPD implementation operational guidance (for CPD delivery and teacher support & supervision) through the task force and in collaboration with relevant TWGs within two months after award;	2.1.3. Relevant and interested members of the organizations represented in the first tier and comparable organizations throughout Malawi from second tier, to review printed versions of the proposal, attend meetings to review the plan, and provide written feedback to its developers	Month 2	First draft was available May 2010. Consultations initiated and ongoing throughout reporting period resulting in current draft
2.1.d. CPD operational guidelines and relevant tools or documentation drafted within three months after award;	2.1.4. Draft CPD operations guidelines and relevant tools or documentation developed by first tier consistent with the emerging definition of essential teacher competencies being supported through Result 1	Month 3	First draft was shared within 3 months. Document has continued to evolve throughout the project. Submitted for USAID approval June 14 th 2011; revisions are ongoing to incorporate new CPD model
2.1.e. CPD guidelines and initial relevant tools tested and evaluated within four months after award;	2.1.5. Feedback from second and third tier used to revise the operational guidance plan for the CPD program	Aug 2010 to Feb 2011	Contract completion target month 4. Feedback not possible until first delivery Nov 2010.
2.1.f. CPD operational guidelines reviewed,	2.1.6. Review, revise and	Aug 2010 to	Submitted to COTR June 2011.

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
revised and finalized in a timely manner, as decided by established leadership/guidance structure or group and approved by MoEST and Cognizant Officer Technical Representative (COTR);	finalize CPD operational guidelines	June 2011	However still requires modification in the light of directive from USAID on use of district accounts.
2.1. g. CPD guidance materials printed and distributed to 6 Education Division Management Offices and their staff, 34 District Education Offices and their staff, all PEAs (approximately 350), all Teacher Development Centers, teachers and head teachers in all primary schools (approximately 5,400 schools) and select civil society organizations supporting education as decided by Task Force and approved by MoEST and COTR.	2.1.7. Print and distribute guidance materials	Aug 2010 to Nov 2010	Distribution of materials completed November 2010 as an integral part of the delivery of CPD Leadership Module 1.
Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (e.g. mobile TA teams), the decentralized Continuous Professional Development (CPD) model.			
2.2.a. Decentralized (school and cluster-based) INSETs conducted at least once per term;	2.2.1. Work with MoEST to clarify roles and responsibilities of PEAs, ACs, ODL field supervisors, and TTC Tutors to determine how each of these personnel can assume responsibility for aspects of ongoing teacher professional development	Aug 2010 to Nov 2011	Completed Nov 2010
	2.2.2. Conduct decentralized (school and cluster-based) INSETs at least once per term	Aug 2010 to Sept 2011	Ongoing. So far during this financial year 4 CPD trainings have been rolled out nationwide (Literacy 1, Numeracy 1 and Leadership 1 & 2)
2.2. b. At least 75% of teacher receive on-the-ground face-to-face teacher training or support from mobile teams at the Regional, Divisional and/or cluster Districts levels;	2.2.3. Deliver training and support 3 times a year to at least 350 trainers (who will then train at least 75% of the teachers)	Aug 2010 to Sept 2011	Ongoing. So far during this financial year 4 CPD trainings have been rolled out nationwide (Literacy 1, Numeracy 1 and Leadership 1 & 2)
2.2. c. A minimum of 75% of teachers receive an inspection and/or supervisory visit per term;	2.2.4. Conduct inspections and/or supervisory visits and support MoEST staff to do so	Aug 2010 to Sept 2011	School visits have been ongoing throughout this reporting period.
2.2. d. At least one capacity building activity held per term for MoEST non-teaching personnel to improve performance of their teacher professional development/continuous professional development duties	2.2.5. Conduct MoEST capacity building activities at least once per term	Aug 2010 to Sept 2011	Training of Trainers takes place to no less than 350 officials, before each CPD training.

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
Requirement 2.3: Review, revise, develop, print and distribute CPD modules and related materials for teaching and teacher support personnel.			
2.3.a.CPD Modules for Standard 1-4 reviewed, as necessary	2.3.1 Review existing CPD modules in collaboration with MoEST and MIE and adapt for use	Aug to Oct 2010	Review completed - Only one manual was found to be useful, which was the MIE technical manual. This was distributed as part of Leadership Module 1 during Nov 2010
2.3.b.CPD Modules for Standards 1-4 refined, revised and/or developed, including testing and evaluation	2.3.2 Refine, revise and / or develop CPD modules for Standards 1-4 and field test.	Aug 2010 to Sept 2011	This activity was ongoing throughout this reporting period.
	2.3.3. Review and/or develop as needed the basic competency building training modules targeted to 1+1 trainees, and under-qualified teachers receiving intensive on-the-job training	Aug 2010 to Sept 2011	Material of relevance incorporated into main CPD modules.
2.3.c.CPD Modules printed and distributed to, at a minimum, all PEAs and all Standard 1-4 teachers	2.3.4. Print and distribute CPD modules	Sep - Oct 2010, Feb – Mar 2011, Jul – Aug 2011	Ongoing as part of each ongoing CPD cycle.
2.3. d. CPD-related early literacy and numeracy materials developed (see Requirements under Result III).	2.3.5. Develop CPD-related early literacy and numeracy materials	Dec 10 – Feb 11, Jun – Aug 2011	Work on early Literacy Module 2 commenced. See also Result 3 below for report on Literacy Intervention materials developed.
Requirement 2.4 - Design the accelerated IPTE-Open and Distance Learning program.			
2.4.a.IPTE-ODL program design reviewed and improved (applicable reports, plans and tools)	2.4.1. Review the parameters for the IPTE, IPTE-ODL and CPD as currently in place/planned, and identify opportunities for alignment and mutual reinforcement	May 2010	Completed – documented in ODL (Rumble) Reports 1&2
	2.4.2. Review lessons learned from current and past ODL activities and IPTE 1+1	May 2010	Completed (ODL Rumble Reports 1&2)
	2.4.3. Develop proposals for the overall design and implementation of the IPTE-ODL program including Critical Path Analysis	June 2010 & Apr-May 2011	Completed (ODL Rumble Reports 1, 2 and 3)

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
	2.4.4. Support TTCs in development of database management	August 2010 – July 2011	Database system developed and populated by May 2011
	2.4.5. Develop an institutional and national policy framework	Planned Nov 2011	Planned; Not yet started
	2.4.6. Conduct ODL system costing and best practices in teacher support and mentoring workshops	Oct 2010	System costing workshop completed Oct 2010. A best practice in mentoring workshop awaits recruitment of field supervisors.
	2.4.7. Estimate cost implications of alternative design scenarios and policy options	March 2010 to Sept 2011.	A budgeting template and budget tool was developed in May 2010 to allow any scenario to be costed. Policy options discussed in Rumble report #3. Scenarios report still needs to be developed – planned for Sept 2011
	2.4.8. Develop appropriate implementation plans and financing solutions	April 2011, May 2011	Completed, options discussed in Rumble reports 1,2, and 3
	2.4.9. Conduct ODL learner support system workshop	Jun 2011 – Jul 2011	Conducted July 2011
	2.4.10. Develop proposals to enhance teacher trainee support system	Apr 2011 to May 2011	Completed. Current recommendations documented in Rumble 3.
	2.4.11. Develop program quality assurance system	Mar 2011- Jul 2011	Program quality assurance workshop currently expected August 2011
	2.4.12. Enhanced IPTE-ODL program submitted to MoEST through DTED	Part of next work plan	Planned, Not yet started
2.4.b.Recommendations report on IPTE-ODL materials	2.4.13. Review of ODL modules	Recommendations contained in report of Rumble 1 and 3.	Completed July 2010
2.4.c.Institutional capacity assessment report	2.4.14. Assess institutional capacity of TTCs and their resources to deliver program	Oct 2010 to May 2011	Institutional Capacity Assessment Report submitted March 2011 and approved by USAID
2.4.d.Recommendation paper on capacity building plans for TTC lecturers, Field Supervisors and mentors, with linkages to IPTE 1+1	2.4.15. Identify training needs and propose capacity building plan for TTC lecturers, Field Supervisors and mentors	May 2011 to Jul 2011	Initial recommendations contained in Rumble 3 are to be expanded into a training plan by Aug. 2011.

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
	(consideration of IPTE-ODL and IPTE 1+1)		
2.4.e.Initial technology studies reports	2.4.16. Research, design and implement initial studies/surveys on the use of technologies for the IPTE-ODL, IPTE and CPD programs	Aug 2010 – Mar 2011	Recommendations contained in Pouzevara & Polepole report, submitted to USAID March 2011
2.4.f.Technology pilot studies implemented (applicable reports and budgets)	2.4.17. Implement and evaluate technology pilot studies that benefit IPTE, IPTE-ODL and CPD delivery and learner support	Feb 2011 to Sep 2011	MP3 pilot to be complete by July 2011. SMS pilot was ongoing July 2011 and Implementation of database also commencing July 2011.
Requirement 2.5 - Implement key components of ODL, linked to related areas of support in the current IPTE program.			
2.5.a.Coordination mechanism on IPTE-ODL financing in place	2.5.1. Coordination mechanism on IPTE-ODL financing in place	Ongoing throughout project.	Ongoing. Collective meetings no longer initiated by DTED.
2.5.b.Ranked list of priority IPTE-ODL (and IPTE 1+1) components for implementation by donors	2.5.2. Support MoEST to develop ranked list of priority	March 2011 – June 2011 reports (Rumble 3)	Completed. Ranked list is included in Rumble 3, submitted to USAID June 2011
2.5.c.Recommendation on Memorandum of Understanding between USAID (possibly other donor partners) and the Government of Malawi on IPTE-ODL financing	2.5.3. Provide technical assistance for the establishment of Memorandum of Understanding on IPTE-ODL financing between donor partners, at a minimum USAID, and the Government of Malawi, as appropriate	To be decided in next work plan	Not yet started
2.5.d.TPDS IPTE-ODL component implementation work plan and progress reports	2.5.4. Lead design, implementation, monitoring and evaluation and reporting on the selected IPTE-ODL component to be implemented under MTPDS	To be decided in next work plan	Not yet started
Requirement 2.6: Support NPC in-school life skills curriculum delivery.			
2.6.a.NPC in-school life skills curriculum delivery supported	2.6.1. Conduct an investigation, through observations and interviews, to determine which particular topics (skills, knowledge, and attitudes) are being neglected and will require more attention from	Aug 2010	Documented review complete

Result 2: Enhanced Teacher Performance			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframe	Status
	teachers		
2.6.b.Modules developed in numeracy, literacy, and to support the PCAR life skills curriculum	2.6.2. Create at least 3 CPD modules during the project that provide support for the teaching of the Life Skills Curriculum	April – May 2011	Module 1 available in draft form to be completed August 2011
	2.6.3 Integrate training on academic life skills into CPD modules for literacy and numeracy	Aug 2010 to Sept 2011	Academic Life skills are integrated into existing modules.
2.6c.75% of teachers receiving training and accompanying life skills resource books or toolkits that promote assessment and instructional techniques designed to reinforce academic life skills curricular outcomes.	2.6.4. Provide CPD training on Life Skills modules	Jun - Jul 2011	Currently scheduled for September 2011. Delivery was swapped with delivery of Leadership 1 at MoEST request due to clashing demands on PEAs' time.
Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support (subject to availability of PEPFAR funding)			
2.7a.Improve teacher and/or pupil access to and knowledge of HIV/AIDS prevention information;	No activities planned until PEPFAR funds become available	To be decided subject to availability of PEPFAR funding	Not Started
2.7.b.Increase teacher awareness of and access to HIV/AIDS practical care and treatment options and services;	No activities planned until PEPFAR funds become available	To be decided; subject to PEPFAR funding	Not Started
2.7.c.Increase pupil awareness of and/or access to HIV/AIDS practical care, support and treatment options and services; and	No activities planned until PEPFAR funds become available	To be decided; subject to PEPFAR funding	Not Started
2.7d.Strengthen Life Skills curriculum delivery, assessment and application in the classroom.	No activities planned until PEPFAR funds become available	To be decided; subject to PEPFAR funding	Not Started

Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth

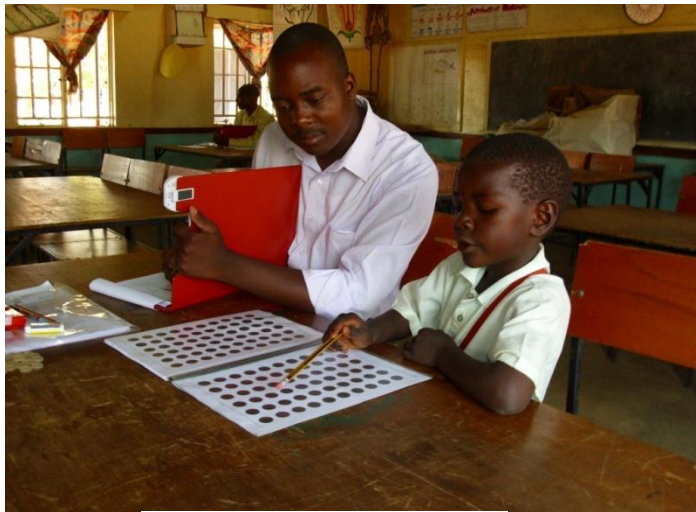
October 2010-December 2010

During early October the development and printing of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) instrumentation was completed. MTPDS recruited 45 enumerators to undertake nationwide data collection and they were trained from 18th – 22nd Oct, 2010. EGRA literacy testing includes: letter knowledge, sounds, phonemic awareness and listening comprehension - and EGMA numeracy testing includes: counting, number discrimination, pattern

completion and basic operations. 11 supervisors to assist in the texting were also identified from among MoEST staff.

During the first 2 weeks of November, nationwide testing took place for a total of 3,588 randomly selected standards 2 and 4 learners, drawn from 98 randomly selected schools. Ten teams of 4 enumerators each worked to cover one school per day. MoEST support was underlined by the participation of officials from DIAS, MIE and MANEB in the activity. Logistically this was a challenging operation, as the advent of the rainy season made some roads nearly impassable.

During late November and early December, all assessment data was entered and 'cleaned' by a team of 10 temporary data entry clerks. Data analysis was also initiated. The data gathered will provide a true and representative picture of reading and numeracy skills nationwide, which can inform decision making and future interventions from MoEST, MTPDS and all Development Partners.



EGMA enumerator at work

Work commenced during this reporting period on the design of a pilot literacy/numeracy intervention now being delivered in 2 districts (Ntchisi and Salima). The design process built directly upon best practice identified during the previous quarter through the MTPDS national literacy forum and through the 'Literacy Best Practices' report. It also builds directly upon previous successful literacy interventions undertaken elsewhere – most notably in Liberia.

January 2011-March 2011

Analysis was conducted of the EGRA and EGMA data that was collected during November 2010. By March it had become clear that results would be extremely low. Discussions began with the MoEST on how best to disseminate such results and how a constructive response to them could be made.

At the beginning of February, two District Literacy and Numeracy Coordinators were appointed and deployed to their posts in Ntchisi and Salima. In both cases, the officers have been welcomed by their district offices and they have been provided with free office space in the education office.

During the first two weeks of March, a writer's workshop was held at MIE to generate materials for the MTPDS literacy intervention. The main outputs from this workshop were: (i) a series of literacy lesson plans for standard 1 teachers for initial teaching of early grade literacy; and (ii) a series of simple stories for inclusion intended for a 'decodable' reader which will be supplied to every learner in the 2 intervention districts and to as many other children as possible countrywide.

From March 9th to 12th, all 10 Primary Education Advisors (PEAs) from Salima and 14 PEAs from were trained in 'Effective Teaching Practices' in preparation for them to deliver the same training to all standard 1-4 teachers in both districts during the Easter school holiday.

April 2011-June 2011

In April, the EGRA & EGMA baseline reports were completed and submitted to USAID for approval. Approval to disseminate was only received on June 30th. The study shows that performance of Malawian children in literacy and numeracy is very weak. For example 75% of children entering standard

2 cannot name a single letter in a minute and 40% of children entering standard 4 cannot read a single word in a minute. Learners lack the necessary skills to decode words and do not read with sufficient fluency to achieve comprehension. Preliminary results have already informed the development of CPD modules under Result 2 and the textbook review process under Result 5.

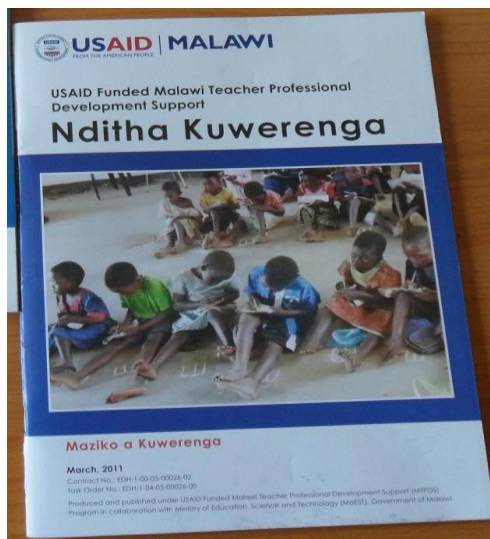


The first training literacy module for the Literacy intervention in Salima and Ntchisi was reviewed, finalized and edited. It is entitled 'Effective Teaching Practices'. During April, a total of 1,166 teachers (687 male and 479 female) were trained in 'Effective Teaching Practices' in Salima and Ntchisi Districts. The training was very well received.

During this reporting period a 78 page decodable reader aimed at beginning readers in standards 1 and 2 has been developed in Chichewa for use in the literacy intervention and as a supplementary teaching and learning material.

During April, sensitization meetings were organized at four schools in Salima and Ntchisi to promote SMC and PTA roles in promoting literacy and numeracy. This model of interaction will be rolled out district wide by September.

July 2011-Sept 2011



The Nditha Kuwerenga Reader

During this quarter MTPDS finalized, printed and distributed 43,630 copies of a reader for std. 1 called 'Nditha Kuwerenga' - ('I can read') and 1000 copies of the teacher's guide were distributed to teachers from 141 schools in Ntchisi and 131 in Salima. This indispensable resource puts decodable reading material in the hands of every child in the 2 intervention districts.

A presentation was made of both EGRA and EGMA baseline reports at Senior Management meeting at MoEST headquarters on 25th July. The EGRA Technical Review Workshop took place on 9th August. EGRA and EGMA results were presented to a select group of MoEST, MIE, MANEB, TTC and CERT. While the report was well received, MoEST asked for certain amendments to be made to the reports. However, at the end of this reporting period, MTPDS was still waiting for the list of requested amendments from the MoEST. As a result the reports have not yet been finalized and widely

disseminated.

The Chair, Director DIAS Mr. Raphael Agabu made the following points in conclusion:

- The technical team accepts the results and that they are unacceptably low
- The team asks for clarifications on methodological and sampling issues and that these should be included in an amended draft of the report
- The group asks that recommendations of the report be adapted to reflect the opinions of the house

- The MoEST will appoint the task force to meet as soon as possible to finalize the report and agree its dissemination plan
- The task force will set targets and benchmarks based on the inputs of the workshop
- If institutionalization is to be achieved then there must be ownership of methods and result.

A literacy training of facilitators' workshop took place 10th to 16th August to prepare all 24 PEAs in Salima and Ntchisi to deliver Module 2 training. The training was also attended by officials from DIAS, DBE, TTCs, DCE, and from the CEED Divisional office. The four day training program on Early Reading in Standard 1 was delivered by PEAs to 866 std. 1 teachers and their head teachers from Salima and Ntchisi. All teachers were highly appreciative of the training provided. The course focused on basic literacy skills such as phonemic awareness, letter knowledge, sound, syllable reading, and word reading, as well as vocabulary and comprehension.

Participants were able to link approaches in Reading Intervention module 1 with Reading Intervention module 2. The PEAs who were facilitators effectively outlined the scope and sequence of the reading intervention linked with the teacher's guide and learner's book. Each session included demonstrations and participants were able to follow the lesson routines which comprised the five reading components of letter knowledge, phonemic awareness, syllable reading, word reading, and vocabulary as well as comprehension.

Meetings aimed at sensitizing SMC and PTA members on their roles and responsibilities in supporting teaching and learning were held in Ntchisi at 76 schools in 10 zones, reaching 232 members and in Salima at 97 schools in 10 zones reaching 280 members. Prior to the trainings, SMC and PTA members observed literacy lessons in std. 1 to enable them to get an understanding of the intervention and how teaching and learning is going on. Literacy fairs were organized in 11 schools.

The new MoEST teacher/pupil ratio policy of 60 learners per teacher for std. 1 affected the activity, increasing the budget for training materials, (including teacher's guides), as well as increasing the number of participants (teachers and head teachers) This increase in numbers was not anticipated and means that allocation of funds for subsequent trainings will have to be adjusted. .

MTPDS participated in USAID's celebrations of the International Day of Literacy on 5th September. A demonstration literacy CPD was presented. The Guests of Honor were the Public Affairs Officer at the United States Embassy, Mr. Ben Canavan and the Principal Secretary for Education Science and Technology, Dr. Simeon Hau.

There are positive early indications regarding the implementation of the literacy intervention in the 272 schools in Salima and Ntchisi. Most of the teachers are using techniques for teaching basic literacy skills, such as, phonemic awareness, letter name, letter sound, syllable, word, sentence reading and writing as well as listening comprehension. The teachers are also following the five components of a literacy lesson. Std. 1 learners are demonstrating the ability to read letters, syllables such as 'na, ni' and can make words like 'ina, ana' within just a few weeks of having started school.

Summary Table: Progress against work plan

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
Requirement 3.1: Consolidate best practices in early literacy and numeracy approaches in Malawi.			
3.1.a. Literacy forum or workshop held within two months of award on best practices in early grade literacy and numeracy	3.1.1. Review PCAR curriculum by literacy and math experts	April 10	Completed (in Literacy Best Practices Report August 2010)
	3.1.2. Assess strengths and weaknesses of curriculum scope and sequence, provide preliminary advice about direction to move with PCAR in the future to support literacy and math achievement	April 2010	Completed (in Literacy Best Practices Report August 2010)
	3.1.3. Conduct Literacy Forum	May 2010	Completed August 2010
	3.1.4. Engage partners in formal and informal dialogue around literacy and numeracy.	May 2010	Completed August 2010
	3.1.5. Plan and review PSSP's Malawi Beginning Literacy Program (M/BLP) GTZ-supported Literacy across the Curriculum (LAC) project in Zomba	May 2010	Completed August 2010
	3.1.6. Plan and review analytical and demonstration work literacy education.	May 2010	Completed August 2010
	3.1.7. Collect and assess lessons from these with other small scale activities (Euro-talk and current GTZ-supported, CBE, program)	May 2010	Completed August 2010
	3.1.8. Use Tikwere/IRI annual assessment include any previous experiences in Malawi on early grade literacy and/or numeracy teaching, learning and assessment	May 2010	Completed August 2010
3.1.b. Diverse group of presenters invited, at a minimum, relevant individuals or institutional representatives of those listed under this requirement, for the purpose of contributing the lessons, experiences, practices and results on early grade literacy and numeracy	3.1.9. Plan and invite Institutional partners and other presenters to contribute lessons learned and best practices on early grade literacy and numeracy	May 2010	Completed August 2010
	3.1.10. Engage partners - MoEST, DFID, GTZ, Euro-talk, Tikwere/ IRI (TTCs, TDCs, PEAs World Relief, Building with Books and Adolescent Girls and Literacy)	June 2010	Completed August 2010
	3.1.11. Pre-planning meeting(s) with partners to identify external participants that would	June 2010	Completed August 2010

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
	illustrate the important aspects of best practices and challenges in literacy and numeracy to inform literacy forum		
	3.1.12. Invite other regional MoEST representatives and choose individuals to represent various stakeholders, such as CSOs, NGOs, parents and youth	June 2010	Completed August 2010
3.1. c. Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MoEST for consideration and approval	3.1.13. Write technical document with specific recommendations that would help set targets for M&E, to help lead to concrete action steps for piloting or institutionalizing certain feature	August 2010	Completed August 2010
	3.1.14. Meeting of relevant directorates and institutions (DIAS, DTED, MIE, and MANEB) to finalize the technical document for submission to MoEST	Sept 2010	Completed August 2010
Requirement 3.2: Develop and implement an early literacy and numeracy approach.			
3.2.a. Technical Working Groups or Task Forces created on Quality and Standards and Teacher Education by month 38	3.2.1. Task Teams on literacy and TWGs on Quality and Standards, Teacher Education established and/or strengthened	Sept 2010	Coordinating committee convened August 2011
	3.2.2. Hold technical working group meetings	Sept 2010	1 st meeting planned August 2011
3.2.b. Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project	3.2.3. Invite relevant directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) to participate in literacy and numeracy approach	Sept 2010	1 st meeting August 2011
	3.2.4. Involve these groups as necessary in planning and implementation stages	Sept 2010	Ongoing. Documentation maintained of MoEST participation in developing literacy approach
	3.2.5. Conduct meetings with relevant directorates and institutions	Sept 2010 – Oct 2010	Ongoing
3.2.c. CPD for literacy and numeracy available at least one session per term for Std. 1-3, and piloted in year 1, that will reach all Std. 1-4 students by the end of performance period	3.2.6. Create literacy and numeracy strategy from Literacy Forum Results and expert knowledge in these 2 fields	Sept to Dec 2010 and July August 2011	Work initiated. However completion awaits full dissemination of EGRA and EGMA results
	3.2.7. Build into CPD for BE new strategies for literacy	Ongoing Sept 2010 to Sept 2011	Ongoing. Regular participation of

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
	improvement identified during Literacy Forum workshop and subsequent technical group meetings		EGRA/EGMA specialist in development of modules
3.2.d. Face-to-face capacity building conducted that will include all Std 1-4 teachers in 2 districts, teacher support and supervision personnel	3.2.8. Face-to-Face capacity building on the selected literacy and numeracy strategies delivered through the CPD model	Feb 2010 to Sept 2011	Delivery of 'Effective Teaching Practices' CPD to all teachers in Salima and Ntchisi has been completed. 2 nd module for standard 1 teachers delivered in August 2011.
	3.2.9. Coaching mentoring and support provided to 30 selected schools in each of 2 districts	Ongoing March 2010 to Sept 2011	Ongoing through work of DLNCs
3.2.e. Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)	3.2.10. Efforts will be harmonized with PCAR, Tikwere/IRI, and EDSA	Ongoing throughout period	Ongoing
3.2.f. Special technical working group created around local language instruction that will make recommendation on needs, costs and practicality of implementing local language initiative in conjunction with literacy initiative	3.2.11. Create special technical working group on local language instruction which will include MoEST, MTPDS, CLS, other language institutions, and other stakeholders	TBD in next annual work plan	Not started
	3.2.12. Conduct an analysis of need for local language literacy teaching (including literature review and contact with key informants), practicality, and related costs	TBD in next annual work plan	Not started
	3.2.13. Produce a technical document for GoM on local language policy around teaching practice	TBD in next annual work plan	Not started
Requirement 3.3: Assess and monitor early grade (Standards 1-3) primary school children's literacy and numeracy levels.			
3.3.a. Policy dialogue workshops conducted at national level to gain support for district and school level application	3.3.1. Use EGRA and EGMA approaches and instruments at the national level to stimulate policy dialogue and gain support for district and school level application	Nov 2010	Completed Nov. 2010
3.3.b. EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)	3.3.2. Conduct EGRA baseline	Oct 2010-Feb 2011	Completed March 2010.
	3.3.3. Workshop for technical introduction and test adaptation with local language specialists, MoEST representatives and others as identified	Oct 2010	Completed Oct 2010
	3.3.4. Training of field supervisors and Pretest of Instrument	Oct 2010	Completed Oct 2010
	3.3.5. Preliminary analysis of	Oct 2010	Completed Oct 2010

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
	test and re-adaptation based on Results		
	3.3.6. Training of enumerators and Pilot testing of instruments	Oct 2010	Completed Oct 2010
	3.3.7 Final adaptations and data collection	Nov-Dec 2010	Completed Nov 2010
	3.3.8. Data entry, cleaning and analysis	Jan 2011	Completed March 2011
3.3.c. Annual EGRA Report written and disseminated	3.3.9. Write report	Feb to Apr 2011	Completed Apr 2011
	3.3.10. Meet to review findings with stakeholders	Mar-May 2011	Results presented to MoEST top management meeting 25 th July and to Technical Review Workshop of selected MoEST participants 9 th August
	3.3.11. Discuss and decide on dissemination strategy	May-Jun 2011	Discussion initiated Aug 2011. As yet not finalized.
	3.3.12 Disseminate results	Jun-Jul 2011	Initiated August 2011. However report still not cleared by MoEST for wider circulation.
3.3.d. Targets developed to assure substantive increases in reading, fluency and comprehension within four months of award	3.3.13. Develop targets to assure substantive increases in reading, fluency and comprehension	Jul 2011	Started Aug 2011, though as yet not finalized.
	3.3.14. Hold a series of working meetings to review findings and implications, and discuss in relation to policies and targets	Jul 2011	Initiated Aug 9th 2011. Ongoing.
	3.3.15. Hold a forum for policy dialogue with donors and stakeholders around implications of Results	Jul 2011	Expected Oct 2011
3.3.e. Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy within five months to end of Year 1 of activity	3.3.16. Enable pre- and in-service teachers to be able to use EGRA/ EGMA to monitor student progress	April 2011-Sept 2011	Materials developed and delivered Sept 2011
	3.3.17. Create EGRA/EGMA classroom assessment training module to be integrated into CPD and in-service activities	Jun-Sep 2011	Materials developed for delivery in national CPD. Sept 2011
	3.3.19. Create a series of stories by use of teachers	April to Jul 2011	Complete June 2011
3.3.f. Annual EGRA follow-up conducted and disseminated	3.3.20. Use the EGRA/EGMA instruments developed during the baseline to conduct annual assessments, with greater MoEST control over processes	Planned Nov 2011	Plan agreed with MoEST that they will act as enumerators.

Result 3. Improved Early Grade Literacy and Numeracy			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
	each year		
Requirement 3.4: Promote school and community support of early literacy and numeracy in and out of school			
3.4. a. Assure that 75% of SMCs and PTAs monitor their school's performance using student achievement data	3.4.1. Conduct awareness campaign on the importance of literacy and numeracy, and of SMCs and PTAs to student achievement in these areas	April 2011 to Sept 2011	Ongoing in Salima and Ntchisi.
	3.4.2. Hold SMCs and PTA workshops once per term, to discuss Results of outcome assessments and assess methods of school support	July to August 2011	Ongoing though not at required intensity.
3.4.b. Parents and community members actively monitor school-level student achievement data by the end of Year 1 of training	3.4.3. Adapt School Report Cards to disseminate data about school performance based on EGRA/EGMA Results	June to Sept 2011	Ongoing
	3.4.4. Train coaches to work with SMCs and PTAs on promoting literacy and using EGRA and EGMA information to monitor school improvement	August – Sept 2011	Included in intervention module 2.
	3.4.5. Demonstrate fluency levels captured in EGRA to parents	August – Sept 2011	Planned, Not yet started
	3.4.6. Produce updates on strategies that parents and community members can use to improve literacy and include in Report Cards	To be decided in next work plan	Publicity strategy undergoing development
3.4.c. Nurture a culture that values and enjoys reading and maths (ongoing)	3.4.7. Ensure that MTPDS builds on previous efforts at community support of early literacy and numeracy like literacy fairs, use of local language resources, drama groups, and local role models	February to Sept 2011	Not started

Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth

No action has been taken during this reporting period regarding Result 4. The activities initially planned, to a large degree, were found to duplicate those already undertaken by GTZ. MTPDS therefore consulted with the MoEST and USAID regarding the removal of this activity from the project scope of work. This course of action was fully endorsed by the MoEST at the Workplan Review Meeting held in Lilongwe on 16th November 2010 and discussions are ongoing with USAID. A

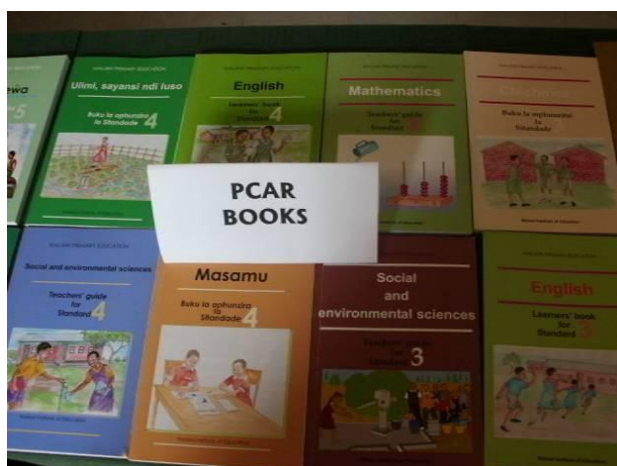
modification to the scope of work is required to formalize the removal of associated requirements and standards from the task order.

Summary Table: Progress against work plan

Tasks and Sub-tasks/ Activities	Standards/Outcomes	Planned	Status
Requirement 4.1. Support the Implementation of CBE in Two Districts			
Summary Status: No action planned or undertaken during this reporting period.			
Requirement 4.2. Provide in-service training to centre facilitators linking to CPD			
Summary Status: No action planned or undertaken during this reporting period.			
Requirements 4.3. Improve Capacity of Education and Community Stakeholders to Monitor CBE			
Summary Status: No action planned or undertaken during this reporting period.			

Result 5: Enhanced Quality of Primary Teaching & Learning Materials

October-December 2010



Teachers across the country are struggling to implement a system of continuous assessment aimed at providing regular feedback to both learners and teachers regarding progress, in a manner that can inform responsive lesson planning and improved teaching. Extensive Assessment Guidelines were developed in 2008, but further work is still necessary to produce a practical manual aimed at assisting classroom teachers in implementation. A workshop was held at DIAS on 17th November with representatives of DIAS, MANEB, MIE and DTED to plan the development of new more user-friendly criteria and guidelines in a

manner that responds to current concerns of teachers.

An extensive desk study was undertaken by the Primary Curriculum Specialist reviewing the strengths and weaknesses of existing lower primary textbooks for the New Primary Curriculum. The specific recommendations developed will inform the forthcoming textbook review process.

January- March 2011

MTPDS continued to provide technical assistance to the MoEST in the development of continuous assessment guidelines for primary teachers. During January 2011, MANEB, DIAS, MIE and MTPDS staff designed research instruments to establish the current status of continuous assessment in schools. Field research was subsequently conducted during February and a report drafted. Findings and recommendations informed the drafting of new guidelines in the next quarter. The survey included 40 teachers from 10 primary schools who were observed and completed questionnaires. Schools were selected from the following districts: Blantyre Urban, Blantyre Rural, Dedza, Lilongwe Urban and Lilongwe Rural (4 urban, 2 semi-urban, 4 rural). The 10 head teachers were also interviewed. Reflecting the wider population of teachers in the lower primary, 85% of respondents were female and 15% male.

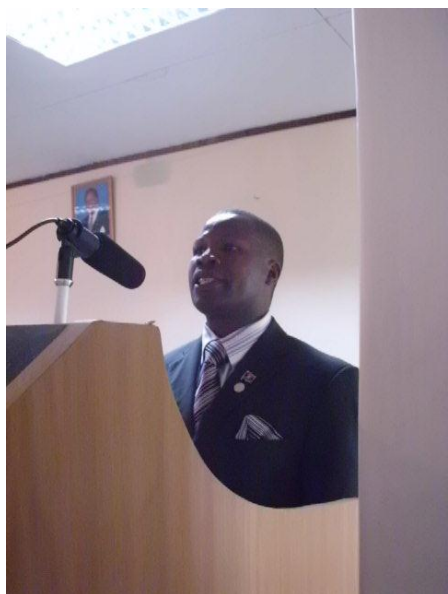
The process of review and revision of lower primary textbooks moved ahead at a good pace during this quarter. MIE conducted a national-level survey in collaboration with MTPDS. Data were collected on all

textbooks and teachers guides and syllabi in standards 1-4. A total of 480 teachers were interviewed and this sample consisted of 80 teachers from each of the 6 education divisions. Interviews were organized through focus groups convened at teacher development centers (TDCs).

A national report was written containing detailed recommendations for the revision of books. The research showed that Chichewa and English texts are in need of substantial rewriting due to serious omissions and deficiencies. A writer's workshop was planned for the first two weeks of April to carry this process to conclusion.

April – June 2011

Between April 4th and 15th the Standard 1 textbook revision workshop at MIE was successfully completed in collaboration with MIE and CIDA. The significance of the event was underlined by presence of Deputy Minister W. Sajeni (see picture below) to open the workshop. The workshop resulted in the development of 7 textbooks and 7 teachers' guides. Technical support was provided to the textbook writing process by Lynn Evans of Louisiana State University who mentored writing panels throughout the process.



Hon. Sajeni officially opens the workshop

Initial dissemination took place of the findings of the standards 1 & 2 textbook review research conducted by MIE in collaboration with MTPDS at the MIE textbook review workshop on 4th April.

July – September 2011

During July, Std 1 and 2 PCAR instructional materials were refined, but at the end of the quarter, finalization still awaits completion of colored illustration by MIE illustrators. MTPDS is holding electronic copies of the work in its present state of progress.

The Continuous Assessment Practices Baseline report was finalized and approved by USAID and forwarded to the MoEST. Draft continuous assessment guidelines were completed during this period; the final draft is awaiting approval from counterparts before submission to USAID. Two schools in Salima and Ntchisi districts were identified where CA guidelines and criteria will be piloted: Kamsonga from Ntchisi and Salima LEA from Salima.

A review was undertaken to identify supplementary mathematics and numeracy materials that could be printed and distributed to all schools in the country.

A workshop was conducted with MIE curriculum specialists on 22nd August to 26th August to finalize the research report on std. 3 and 4 textbooks. One of the most significant findings is that many teachers say that learners are not able to cope with std. 3 and 4 work because they have not yet mastered the foundation skills that they should have acquired in stds. 1 and 2.

Summary Table: Progress against Workplan

Result 5. Enhanced Quality of Primary Teaching and Learning Materials			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
Requirement 5.1: Formally evaluate, revise, textbooks for selected Standards.			
5.1.a. Evaluation conducted of continuous assessment criteria for standards 1 through 4	5.1.1. Conduct an analysis of the evaluation criteria for literacy and numeracy for Standards 1-4	Nov 2010 – May 2011	Completed. Study of current status of Continuous Assessment in

Result 5. Enhanced Quality of Primary Teaching and Learning Materials			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
			school presented to USAID in July 2011
5.1.b. Revisions to continuous assessment criteria shared with relevant stakeholders	5.1.2. Support MIE and MANEB in producing revised continuous assessment criteria	April 2011-July 2011	Guidelines complete and await work ongoing on CA Criteria. The task has proved more complex than initially anticipated.
	5.1.3. Create an advisory group of teachers who will review and test the utility of the proposed revised evaluation criteria, and who will make recommendations back to MIE, MANEB and project staff on how best to assure the utility of these Standards for the average Malawian classroom teacher	Feb. 2011 to Aug 2011	Reference group of teachers already established as part of the CA Baseline report.
5.1.c. Revised continuous assessment evaluation criteria tested out by classroom teachers	5.1.4 Conduct field trials of revised continuous assessment criteria.	Ongoing from Aug 2010	Planned, awaits completion and approval of CA Criteria.
5.1.d. Formal evaluation conducted of textbooks for textbooks of at least four Standards	5.1.5. Plan a formal review and evaluation of the existing PCAR textbooks and their accompanying teacher manuals for Standards 1-4, with the support of MIE and key MoEST officials	Aug-Oct 2010.	Completed Oct. 2010
	5.1.6 Solicit feedback from MIE and other curriculum experts on strengths and weaknesses of existing textbooks	Aug 2010- Feb 2011.	Completed Feb 2010
	5.1.7 Implement field study to solicit feedback from practicing teachers on strengths and weaknesses of existing textbooks	Feb-Mar 2011	Completed March 2011. Report submitted to USAID July 2011
5.1.e. Recommendations for improvements and revision documented and shared with relevant stakeholders	5.1.8 Facilitate textbook review workshop at MIE to generate new drafts for all subjects in Standards 1 and 2	April-June 2011	Completed. Preliminary results informed textbook review process April to June 2011
5.1.f. Revision for textbooks for two Standards completed	5.1.9. Support MIE in making revisions or deficiencies in existing textbooks	June-August 2011	Ongoing and nearing completion
Requirement 5.2: Produce and distribute complementary Reading and/or Maths materials.			
5.2.a. Existing reading and math materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors	5.2.1. Work with MIE to evaluate the existing materials used in PSSP, MTTA and any other projects that have provided supplemental materials for reading and math to early primary Standards	April – August 2011	Internal report on file
	5.2.2. Produce and distribute existing materials that are evaluated as meeting specific needs in the PCAR as well as those deemed important to creating	July – Sept 2011	43,000 Nditha Kuwerenga readers distributed in Salima and Ntchisi.

Result 5. Enhanced Quality of Primary Teaching and Learning Materials			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
	enriched, literate environments at schools		
5.2.b. MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials	5.2.3. Assist MIE and MoEST in estimating the costs and planning out of the resource requirements for distributing specific sets of existing supplemental materials for the early primary Standards	Oct 2010	Completed Oct 2010
	5.2.4. Work with MoEST counterparts to identify funding sources for the production and distributions of the materials already proven useful in the Malawian context (e.g., Dowa Story Books, solicit more girl/women authors)	To be decided in next work plan	Not started
	5.2.5. With MIE, define the specifications for supplemental reading and math materials	July to Sept 2011	Not started
5.2.c. Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries	5.2.6. Reach out to Room to Read to raise their own funds to support development of story books, large books for reading aloud to children, fun math activity books or other kinds of supplemental teaching and learning materials	July to Sept 2011	Not started
	5.2.7. Encourage Room to Read to pilot the creation of school or community libraries in selected districts in Malawi, including the training and support of school staff and community members in the management of the library	To be decided in next work plan	Not started
5.2.d. Early grade reading materials provided to primary schools in increasing annual proportions, reaching all schools for Stds 1-3 by Year 3	5.2.8. Procure and distribute early selected early grade reading materials	Aug – Sept 2011	Not Started
Requirement 5.3 and 5.4: Develop and implement a strategy for reinforcing local, Malawian printer capacity.			
5.3.a. Identify and assess existing local publishing and printing capacity in Malawi	5.3.1. Identify local publishers and printers most likely to have the capacity to respond to the large scale production required by MoEST	To Be Decided. No activity planned during this work plan.	Not Started
	5.3.2. Work with MIE, and partners like Room to Read to assess the existing production, management and logistics capacity of local printers, and identify those who, with some support, could further develop their capacity to become major suppliers of textbooks.	To Be Decided. No activity planned during this work plan.	Not Started
5.4.a. Strategy developed for	5.4.1. Promote local development of	To Be Decided. No	Not Started

Result 5. Enhanced Quality of Primary Teaching and Learning Materials			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timeframes	Status
capacity development of local publishers and printers	supplemental materials, and work in partnership with an org. like Room to Read	activity planned during this work plan.	
	5.4.2. Put in place specific medium term plans for reinforcing the production and management capacities of selected printers	To Be Decided. No activity planned during this work plan.	Not Started

Result 6: Improved Teacher Education-NPC, M&E Systems & Quality



Reviewing the PCAR M&E Framework

October-December 2010

During this reporting period MTPDS continued to provide technical assistance to the monitoring and evaluation of implementation of the New Primary Curriculum. A task team for this purpose was constituted with leadership from DIAS. On 6th and 7th November 2010, MTPDS, in collaboration with DIAS, facilitated a workshop at Mponela to develop the M&E framework and associated indicators.

January – March 2011

On 11th March 2011, the Department of Inspection and Advisory Services (DIAS) through MTPDS called directors from various education institutions to a

workshop to review the draft monitoring and evaluation framework for the National Primary Curriculum (NPC). This meeting was chaired by the Deputy Director of DIAS. The NPC framework was accepted and endorsed by the participants, subject to a limited number of proposed amendments. Work is ongoing on the production of M&E instruments necessary for the implementation of the framework.

April – June 2011

During the 3rd quarter, work in this result area was severely impeded by the resignation of the Senior M&E Specialist. A recruitment process was undertaken to find a replacement and a suitable candidate identified. In the meantime, the CoP played a caretaker role. The PCAR M&E framework was submitted to USAID in April and comments received in May.

July – September (FY Q4)

Work on Result 6 continued to be impeded by the absence of a Senior M&E Advisor. Activity was maintained during this period through the external technical assistance from Dr. Elizabeth Randolph working with the COP

A workshop was conducted 12th to 14th July with 12 participants from DIAS, DBE and Planning in order to: (i) Finalize the PCAR M&E Framework; (ii) Develop PCAR M&E strategy with costed implementation plan and identified roles and responsibilities; (iii) Develop instrumentation for PCAR M&E; and (iv) Analyze capacity building needs of MoEST in implementing PCAR M&E Strategy.

MTPDS continues to be an active member of the MoEST, Research, Planning, M&E Systems Task Force. Through participation in this body (Sept 15th, 21st Oct, 23rd Jun), MTPDS's work on PCAR M&E will be integrated with the comprehensive M&E policy of the MoEST.

Summary Table: Progress against Workplan

Result 6. Improved Teacher Education - NPC M&E Systems and Quality			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timelines	Status
Requirement 6.1. Define and Put into Operation the Framework, Strategy and Plans for Monitoring and Evaluating PCAR Implementation and for Building M&E Capacity			
6.1.a. Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E	6.1.1. Collaboratively develop an M&E framework	August 2010 to May 2011	Submitted to USAID April 2011
	6.1.2. Assess existing M&E frameworks being used by MoEST and other projects	Aug-Sept 2010	Completed
	6.1.3. Collect all existing M&E frameworks from DTED, DIAS, and MIE. etc.	Aug 2010	Frameworks on file
	6.1.4. Plan to convene meeting of key stakeholders at which existing frames would be reviewed and serve as jumping off points for discussion of M&E framework that would best serve as a tool for monitoring and evaluating PCAR implementation	Sept 2010	Completed September 2010
	6.1.5. Hold the stakeholder's meeting to study and discuss existing M&E Frameworks	Sept 2010	Completed September 2010
	6.1.6. Select Task force members (one from each directorate) to draft framework	Sept 2010	Completed September 2010
	6.1.7. Develop a draft framework	Oct-Dec 2010	Completed draft on file
	6.1.8. Submit the draft framework to stakeholders for feedback & finalization	Jan – Feb. 2011	Completed framework distribution and discussed 11 th March 2011
	6.1.9. Discuss the draft framework with MoEST	Mar 2011	. Completed March 11 th 2011 (see above)
	6.1.10. Submit final framework to MoEST for approval	Mar-Jun 2011	Cleared by MoEST for submission to USAID
6.1.b. M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system	6.1.11. Obtain MoEST approval of the framework	July 2011	Obtained August 2011
	6.1.12. Based on feedback from selected stakeholders, draft and finalize the M&E strategy	August 2011	Completed August 2011
	6.1.13. Obtain feedback from selected stakeholders on the M&E strategy, in	August – Sept 2011	Approved by DIAS for submission to

Result 6. Improved Teacher Education - NPC M&E Systems and Quality			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timelines	Status
	particular from those institutions identified as having key roles to play in carrying it out		USAID August 2010
	6.1.14. Finalize the M&E strategy and plans	Sept 2011	Completed August 2011
	6.1.15. Submit final M&E strategy and plans to MoEST for approval	Sept 2011	Completed August 2011
6.1.c. M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place	6.1.16. Assess the M&E capacity of the identified institutions	Aug 2011	Ongoing Sept 2011
	6.1.17. As part of the finalization of the framework, strategy and plans, assess institution's existing capacity in relationship to the capacities that will be needed to carry out the roles and fulfill the responsibilities they will have.	July- Sept 2011	Ongoing Sept 2011
	6.1.18. Data requirements articulated, tools for collecting data developed and offices/individuals with different data responsibilities trained in use of tools	July- Sept 2011	Incorporated into appendix of strategy
	6.1.19. Costs and resource requirements for implementation of M&E strategy and plan assessed and funding sources identified (MoEST budget, MTPDS budget or other project/trust fund sources).	July- Sept 2011	Incorporated into appendix of strategy
6.1.d. Data collected on regular basis as specified by the M&E framework and plan	6.1.20. Provide technical assistance and training to DEOs, PEAs, mentors, itinerant trainers, school directors and PTA members on how to collect, organize and make use of the targeted M&E data	TBD	Not Started
6.1.e. M&E information informs policy and strategic deliberation at the national level	6.1.21. Support completion of M&E tasks by providing periodic technical assistance and facilitating regular discussions among different actors – e.g. facilitating monthly meetings among PEAs in a district to check on their progress with M&E tasks, both in terms of working with teachers and in terms of compiling data for broader lessons learned	TBD	Not Started
	6.1.22. Assist in the use of M&E information to inform policy and strategic deliberations at the national level	TBD	Not started
	6.1.23 Work with relevant offices to policy memos and policy level briefings on the findings of the M&E on those issues	TBD	Not started
	6.1.24. Assist relevant offices in making presentations/conducting briefings	TBD	Not started
Requirement 6.2: Enhance Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade Literacy and Numeracy			
6.2.a. Parents and communities develop capacity to monitor and	6.2.1. Ensure that the M&E framework, strategy and plans being developed under	Dec 2010- Sept 2011	Ongoing

Result 6. Improved Teacher Education - NPC M&E Systems and Quality			
Standards/Outcomes	Tasks and Sub-tasks Activities	Planned Timelines	Status
support PCAR implementation and to support improved teaching and learning in reading and math in early grades	requirement 6.1 include specific roles and responsibilities for parents and school communities at the local level		
	6.2.2. Engage parents, communities and CSOs in M&E work through the provision of technical support and training for parents and communities in understanding the PCAR, the M&E purpose and framing questions, and for seeing the roles they can play in collecting and using information on PCAR implementation	TBD	Not started
6.2.b. CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation	No activity planned this period	TBD	Not started
6.2.c. Targeted communities develop and seek funding (from MoEST) for SIPs targeting PCAR implementation	No activity planned this period	TBD	Not started
6.2.d. improved reading and math instruction	No activity planned this period	TBD	Not started
Requirement 6.3: Develop Action Research Agenda as Element of M&E Framework			
6.3.a. Support provided to MoEST to develop and set up an action research grant mechanism	No activity planned this period	TBD	Not started

Management Outputs and Deliverables

The following deliverables are listed in the reporting schedule of the MTPDS Scope of Work:

Deliverable	Status
• Start-up Period Meeting Minutes	Submitted March 1 2010
• Annual Work plans: Workplan 45-60 days	Submitted March 4 2010
• Workplan April-July 2010	Submitted April 3 2010
• Performance Monitoring Plan	Initial draft submitted 9 th Nov 2010. Resubmitted 22 nd June 2011
• Annual Report	Submitted October 31, 2010
• Monthly Reports - Monthly Bulletin	Submitted monthly as per schedule
• Monthly Reports – Monthly Report (with accruals)	Submitted monthly as per schedule
• Regular Meetings Report	Submitted monthly as per schedule
• Workshops/Conferences/Training	As reported above
• Quarterly Progress Reports	Submitted quarterly as per schedule
• Summary Annual Progress Report	Submitted 27 th Oct 2010
• Data Quality Assurance Reports	N/A this reporting period
• Consultant Reports	<ul style="list-style-type: none"> • De Stefano (Result 6) PCAR M&E – submitted 17th April • Pouzevara (Result 2) Study of ICT Needs, Capacity and Attitudes of Stakeholders – submitted 26th May 2011 • Evans (Result 5) Standard 1 & 2 Textbook review trip report. – submitted 16th May. • Miksic and Linan Thompson (Result 3) Literacy Intervention Trip Report 1 – submitted. 16th May. • Finholt – MP3 Pilot trip report (Result 2 ODL) Submitted 16th May. • Rumble – IPTE – ODL: Revised Systems Description, Cost Analysis and Budget – Submitted 7th June. • Carrier – MP3 Pilot Evaluation Report – submitted • Randolph – PCAR M&E Strategy Development trip report – submitted 31st August.
• Early Grade Reading Assessment Reports	<ul style="list-style-type: none"> • Mejia (Result 3) EGRA Baseline Report. – submitted 20th April. • Brombacher (Result 3) EGMA Baseline Report. – submitted 21st April
• Miscellaneous Reporting	N/A this reporting period
• Final Progress Report	N/A this reporting period
• Final Summary Report for Public Distribution	N/A this reporting period
• Adverse Impact	N/A this reporting period
• Contractor Performance Evaluation Reports	N/A this reporting period
• Final/Completion Contract Report	N/A this reporting period
• Final Report	N/A this reporting period

Challenges, Solutions, and Actions Taken

Need for contract modification

The process of contract modification was ongoing throughout this financial year and remained incomplete at its end. The policy environment in Malawi continues to evolve rapidly. During the time that has elapsed since MTPDS was originally conceptualized, many of the priorities articulated in the original Task Order have changed. Proposed amendments have been documented in a series of workplans including the 7-24 month workplan, which was endorsed by the MoEST. The resulting uncertainty has stalled progress in several Result areas. The situation jeopardizes the ability of the project to deliver within the defined timeframes. The conclusion of this process has been frustrated by the changes in COTR. Three different people have served as COTR during this period and the role has changed hands 4 times. In March 2011, MTPDS received a formal letter from the Contracting Officer giving details of a proposed modification. This first notification detailed a change to the scope of work and a reduction of 27.2% in the ceiling amount of the project budget. MTPDS responded within the required time frame with a revised budget and a scope of work documentation on 31st March. However this modification letter was later withdrawn by USAID. MTPDS management has responded to the situation by providing timely feedback to any request for documentation required by USAID to move this process forward. MTPDS has operated without an approved workplan or PMP throughout this FY.

Lack of clarity about the status of PEPFAR funds

In the original Task Order there were two requirements which relate to HIV/AIDS and for which it was planned that funding would come from PEPFAR funds. However there now appears to be a mismatch between current PEPFAR priorities in Malawi and these activities. This means that it has not been possible to access the anticipated funding or begin work on these requirements. Based on indications received from the mission, that Requirement 2.7 would no longer be considered a priority, MTPDS submitted a concept note to USAID on 27th Sept 2010 for activities addressing Requirement 1.5. We received verbal feedback that this proposal had been turned down because it was not broad enough in scope and therefore MTPDS proceeded to submit a second concept note, with a budget of \$800,000 in collaboration with Bridge II to follow up the study with a CPD intervention informed by the study. MTPDS was then informed that our submission was too broad in scope. MTPDS scaled back down to a budget of \$325,000 for a CPD intervention targeting T'LIPO teachers only.

Transportation

Transportation of MTPDS staff and their MoEST counterparts was a key problem throughout this FY. In the original project budget there are insufficient funds available for vehicle purchase or operational costs. The restructuring of the budget to accommodate these costs is one of the most important modifications that management seeks. The existing situation necessitates expenditure on car hire which is often high and the cars are not reliable. MTPDS has sought the resolution of this problem through contract modification. The project seeks approval to purchase one additional vehicle per division in order to intensify the monitoring of CPD and other MTPDS activities.

Lack of a decision from MoEST regarding the timing of CPD

During the first quarter of this FY, CPD was seriously affected because the MoEST did not provide a clear decision regarding the delivery model to be used and in particular the question of whether or not school days may be used for delivery. This required a joint decision by the heads of DTED, DIAS, and Basic Education. Such an agreement was not easily available. MTPDS advocated for the use of school time to maximize the speed and flexibility of delivery, as the cluster-based approach preferred by the

MoEST requires that PEAs repeat the delivery of training 3-5 times. finally, it was decided by MoEST that CPD could only take place on holidays and on weekends and has been implemented as such.

Reconciliation and data capture for CPD

MTPDS has battled to cope with the level of effort required to reconcile the accounts for funds provided to districts for allowances payable to CPD participants. Several districts required repeated reminders before submitting their accounts. These delays in turn have in turn delayed MTPDS's ability to claim reimbursement from USAID. . To expedite the process of field based reconciliation, MTPDS has hired an additional administrator for the Lilongwe office. It is important that the MoEST support MTPDS with high level communication to the districts in question which underlines the importance and necessity of timely reconciliation and reporting. It was necessary to withhold funds from a limited number of districts delaying training, due to delays in reconciliation of previous advances (no district is allowed to have more than one outstanding advance at a time).

Similarly MTPDS has struggled to keep up with the level of effort required to capture information regarding all the trainers. This required the hiring of a team of 6 temporary data capture clerks for approximately a 4 week period. However in the long run the CPD activity will only be sustainable if the function of data capture is delegated to the MoEST at either district or divisional level. Capture of such information by the system is also prerequisite for the MoEST implementing its plan to use CPD attendance as a criterion for career path progression, as proposed in the NSTED.

Disbursement of funds for CPD

In CPD, the largest single constraint encountered resulted from the instruction received from USAID on July 29th that MTPDS should cease using district bank accounts to transfer its own funds for CPD. During August this necessitated that MTPDS staff were required to deliver funds personally to district offices. This process was laborious and distracted the CPD team and DTTCs from their duties of supervising and monitoring project implementation. Since staff members are travelling with large quantities of cash there are also security concerns to be addressed. In response to this situation, MTPDS developed a series of fully-costed scenarios for future delivery of CPD without recourse to the use of government accounts as a conduit for the training funds. All of these scenarios require additional staff and vehicles for the project which will all have budgetary implications and which must be included in a revised project budget. MTPDS management has worked with urgency to develop a feasible model for the delivery and reconciliation of funds.

Non-clearance of EGRA and EGMA reports

The draft EGRA and EGMA reports were submitted to USAID in April; after making several amendments, the report was cleared on June 30th. A presentation was made of both EGRA and EGMA baseline reports at a Senior Management meeting at MoEST headquarters on 25th July. The EGRA Technical Review Workshop took place on 9th August. EGRA and EGMA results were presented to a select group of MoEST, MIE, MANEB, TTC and CERT. While the report was well received, the MoEST asked that for certain amendments be made to the reports. However at the end of this reporting period these requirements were still not defined in writing. As a result, the reports have not yet been widely disseminated and its currency is diminished with the passage of time, since the data was collected in November 2010. MTPDS is working in close collaboration with the MoEST to ensure that the 2011 data collection does not suffer from the same delays. In the interim, literacy and numeracy technical assistants are working on setting the benchmarks in readiness for the setting up of the task force to review the EGRA and EGMA baseline reports and recommendations made so far.

The need for additional senior management capacity

Concern emerged during this period that MTPDS requires additional senior management capacity. This is illustrated by the very long hours worked by the existing CoP. The large amount of time required to meet regular reporting requirements, and other routine project management and administration activities, leaves the CoP with insufficient time to focus on supervision and support of the Result Area Managers and maintenance of M&E systems. A request to create the position of Deputy CoP was been submitted to USAID by Creative.

Resignation of Senior M&E Advisor

Following several months of unsatisfactory performance, the Senior M&E Advisor resigned with a month's notice on 3rd May. MTPDS took immediate steps to advertise the post in the national press and interviews took place for the position on 9th June. A suitable candidate was identified within a few weeks; however due to the time needed for obtaining approval of the appointment by USAID and the necessity for the candidate to serve a notice period with his current employer, it is expected that he will only start at the beginning of October. Progress has been slow in implementing project M&E systems and in Result 6 throughout this financial year. To assist in covering this gap, MTPDS has engaged Dr. Elizabeth Randolph for short term technical assistance. The data entry clerk has also been without a direct line manager for much of the year. Data has been captured for all participants but in the form of spreadsheets which are difficult to merge. In order to count a teacher as 'trained' there is a minimum requirement of attendance of at least 3 days of training. This requires that the attendance of individual teachers can be tracked across a series of training events. The merging of this data for reporting purposes is proving highly problematic. MTPDS is taking steps to put in place a multiuser relational database.

The Wider Political and Economic Situation in Malawi

Violent unrest in Lilongwe made it impossible to conduct the planned workshop on M&E capacity building for MoEST officials. At the height of the unrest – which left several protesters dead - it was not possible for staff to make it into work. During two days when staff could not come into work, they were instructed to either work at home or take leave. Fuel shortages have been a serious problem throughout this period. Drivers have spent a substantial amount of time waiting in fuel queues and some trips have had to be cancelled. Attendance at events has also been compromised, for example when attendees failed to find transport.

Success Stories

A Flying Start in Literacy for Standard 1 Learners



Mary Ndilowe in action under the trees

MTPDS is rolling out training in teaching literacy that will reach every primary teacher in Malawi.

In Salima and Ntchisi districts, all 870 Standard 1 teachers received training in August 2011 in literacy teaching methods. They also were given a complete set of lesson plans for term 1, and enough copies of the *Nditha Kuwerenga* reader for every child to receive one.

On September 20, 2011, MTPDS team members took a field trip to Salima District to see how program implementation at the school level was proceeding. The District Literacy and Numeracy Coordinator (DLNC), Martha Myava, toured two schools with the visitors to show where she had been

coaching teachers and monitoring progress. What is happening there is remarkable and unprecedented.

At Chigombe School, almost 300 Standard 1 learners were seated on the ground under the trees. Teacher Mary Ndilowe led a well-structured and engaging lesson with varied and well-paced activities. Learners correctly identified the sounds of letters and matched letter sounds with their shapes. They also practiced tracing



Thumbs up for literacy

the shape of letters and built the letters into

syllables and short words. The children answered some of the questions through “thumbs up” and “thumbs down” hand signals, which they clearly enjoyed and which helped to keep all learners participating actively. There was visible excitement when it was time to use the readers. Books belong in the hands of children, yet for many of these children, handling books is still a new and welcome pleasure.



Books belong in children's hands

Much has been said about the difficulties faced by Malawian children in learning to read. In Salima, after little more than two weeks of schooling at the beginning of Standard 1, there was already real evidence of progress. Children were now recognizing letters and building them into short words. They were clearly making a “flying start” in reading.

During the visit to Senga Bay School, another excellent lesson was given by teacher Annie Mlaleya with all 60 learners in Standard 1A. They were seated on the floor of a dusty classroom, where it had become both hot and windy. Nevertheless, the learners sustained their engagement in a series of varied literacy



Eureka! A child recognizes letters in her name

activities for a full hour. These children beamed when the readers were disseminated. Learners proudly wore their name tags to help teachers and other children learn their names at the beginning of the new school year. Visiting colleague and RTI staff member Melinda Taylor identified a beautiful moment of active learning—one that might be termed a “Eureka moment.” As the children were practicing writing the letters “a” and “n,” one child’s face suddenly lit up. Her name was Hanna, and this was the moment when she recognized that the letters that she was practicing made up part of her name. They belonged to her.

Through the USAID-funded MTPDS, teachers are being equipped with a clear model for early literacy teaching, which is appropriate and effective, even in the very challenging circumstances found in most government

primary schools. Learners are being equipped with skills to decode words and unlock boundless possibilities of knowledge

USAID funded MTPDS training awards in Mzimba North



Kondwani Mbulo receives her certificate

The 5th of July 2011 will be remembered as a special day for 43 PEAs and Key Teachers from Mzimba North District, who received certificates of achievement from the US Chargé D’Affaires, Ms. Lisa Vickers and the Deputy Minister of Education Hon. Wictor Songazaudzu Sajeni

These certificates recognized the vital role of the educators as ‘foot soldiers’ in the delivery of Continuous Professional Development (CPD) to standard 1-4 primary teachers and school leaders under the USAID Funded MTPDS Program.

These trainers represent the 950 trainers who have been trained to deliver CPD nationwide, who have already reached out to 27,000 standard 1-4 teachers

and 10,000 heads and deputies with training on teaching literacy and numeracy skills and on instructional leadership.

Both USAID and the Ministry place CPD at the heart of their strategies for improving the quality of basic education in Malawi. The importance attached to CPD was demonstrated by the host of VIPs who attended the event. In addition to Deputy Minister Hon. Wictor Songazaudzu Sajeni and the US Embassy Charge’ D Affaires, Ms. Lisa Vickers, the occasion was also graced by Deputy Ministers Otria Moyo-Jere and Catherine Gotani Hara, Ms. Aabira Sher Afghan, Senior Education Advisor/Acting Team Leader USAID Education Office and many of the senior officials of the MoEST.

In his remarks, the Deputy Minister expressed appreciation to the good work done on CPD teacher trainings implemented through the USAID funded MTPDS Program. He lauded the efforts of USAID in providing MoEST funding and technical assistance for the improvement of education at all levels. He stressed the importance of improving teachers' skills in teaching literacy and numeracy and the need for teachers to take CPD seriously. He stated that MoEST has made a policy decision that in the future, promotion along with number of years served will emphasize accountability for performance and efforts at professional self-improvement. In other words, CPD teacher training will contribute to a teacher's career development and growth in their profession.

In her remarks, Charge D'Affaires, Ms. Lisa Vickers said that USAID will continue to improve literacy levels according to USAID's new Global Education Strategy 2011.

Management Issues

Budget

During March MTPDS received notification from the CO that the ceiling amount for MTPDS would be reduced by 27.2% from \$26,355,714 to \$ 19,184,219. In response to this MTPDS partners submitted revised budgets to USAID. However MTPDS management was subsequently informed that this notification would be replaced by another one which as of the end of the FY had still not been received.

Personnel

Staffing in country is listed below in order of commencement of employment.

Name	Title/Relationship	Gender	Date of Commencement	Work Location
Absalom Phiri	Senior Teacher Training Advisor	M	1-Apr-2010	Lilongwe
Everess Chifundo Milole	Program Receptionist	F	16-Apr-2010	Lilongwe
Master Kalulu	Teacher Training Specialist (South)	M	1-May- 2010	Blantyre
McLloyd Polepole	Senior ODL Advisor	M	1-May-2010	Lilongwe
Tarsco Mwafurirwa	Human Resource Manager	M	3-May-2010	Lilongwe
Stephen Harvey	Chief of Party	M	1-Jun-2010	Lilongwe
Steve Sharra	Teacher Training Specialist (North)	M	1-Jun-2010	Mzuzu
Position Vacant	Senior Monitoring and Evaluation Advisor	M	Position Vacant	Lilongwe
Charlie Morton Gunsaru	Senior Teacher Education Policy Advisor	M	1-Jul-2010	Lilongwe
Sydonio Matope	Teacher Training Coordinator	M	2-Jun-2010	Lilongwe
Maria Kachila-Msosa	Communications Specialist	F	2-Jun-2010	Lilongwe
Sydney Chikweza	Driver	M	5-Jul-2010	Lilongwe
Lackson Siyabu	Driver	M	5-Jul-2010	Lilongwe
Odala Banda	EGRA Manager	M	1-Aug-2010	Lilongwe
Euclid Mtonga	Finance and Administration Manager	M	16-Aug-2010	Lilongwe
Rosemary Ngalande	Primary Curriculum Specialist	F	16-Aug-2010	Lilongwe
Sheila Sumaili	Office Manager	F	20-Sep-2010	Lilongwe
Zondiwe Kayisi	Accounts Assistant	M	20-Sep-2010	Lilongwe
Speaker Nkhonjera	Divisional Teacher Training Coordinator	M	4-Oct-2010	Mzuzu
Peter Jinazali	Divisional Teacher Training Coordinator	M	4-Oct-2010	Kasungu
Niffer Chikonje	Divisional Teacher Training Coordinator	F	4-Oct-2010	Blantyre
Janet Chiromo	Divisional Teacher Training Coordinator	F	4-Oct-2010	Zomba
Mary Mamba Mwale	Divisional Teacher Training Coordinator	F	4-Oct-2010	Mulanje
Chrissie Phiri	Divisional Teacher Training Coordinator	F	4-Oct-2010	Lilongwe
Elizabeth Banda	Administrative Officer	F	4-Jan-2011	Lilongwe
Martha Myava	District Literacy & Numeracy Coordinator	F	14-Feb-2011	Salima
Gerald Mtaja	District Literacy & Numeracy Coordinator	M	14-Feb-2011	Ntchisi
Pricilla Zude	Data Entry Clerk	F	1 st May 2011	Lilongwe
Scott Muocha	IT Specialist	M	1 st June 2011	Lilongwe

Administration

No issues of note regarding administration have emerged during this financial year. Constant power cuts have taxed the inverter to its limits and the batteries may need to be replaced.

Update of the PMP

Drafts of the PMP

The first draft of the PMP was submitted on June 20th 2010. Once feedback was received at the end of July, it was substantially redrafted and was resubmitted to USAID on 9th November 2010. The PMP contains a description of all indicators to be employed for monitoring and evaluation in MTPDS. It also describes the annual cycle of data collection and analysis. Because of the ongoing modification process this PMP was never formally approved by USAID; however it did provide the foundation for the Baseline Data collection exercise which took place in Nov 2010.

As part of the response to the CO letter of March 2011, amendments were made to the document to reflect the proposed changes in the project Task Order contained in that letter. This edition of the PMP was submitted to USAID on 22nd June 2011. As this modification was never finalized, this version of the PMP was never approved. Further amendments to the document were made to reflect anticipated changes to the Task Order negotiated with the COTR.

Baseline Data Collection and Analysis

The MTPDS Baseline Data Report reviews the baseline status of performance indicators adopted for monitoring progress of the project according to the Results Framework which is placed in Annex 1. Baseline data was collected on the status of indicators for each result area of MTPDS. The Baseline Report was informed by data from the following sources:

- Review of recent MoEST reform reports and policy documents, including nationwide assessment data (e.g. SAQMEC), the National Education Sector Plan (NESP), the National Strategy for Teacher Education Development (NSTED), reports of Education Management and Information Systems (EMIS), and others;
- Consultations with MoEST officials on the status of policy documents and education systems related to primary school education;
- Standard 2 and Standard 4 performance assessment in reading (Chichewa) and mathematics;
- A total of 274 different teachers were observed and interviewed in a school-based survey. 24 teachers were observed more than one time and therefore altogether, 298 Standard 2-4 lessons were observed across a random selection of 79 (60 rural, 19 urban) schools. 12 to 14 schools were selected from each of six divisions.

Planning for monitoring and evaluation of MTPDS, instrument adaptation/development, and data collection activities were completed with active participation of representatives from all education directorates involved in primary education, including Department of Planning M&E division; DIAS; MIE; DBE Department of Teacher Education Development (DTED); and Teacher Education. As support from the MTPDS is directly tied to the advance of Malawi's PCAR, inter-departmental involvement in the monitoring and evaluation of the MTPDS served to build the collaboration needed for national monitoring of the PCAR and at the same time strengthen the capacity for rigorous M&E across directorates.

For Result 1: *Strengthened Teacher Policy, Support and Management Systems*, and Result 6: *Improved Teacher Education-PCAR M&E Systems and Quality*, baseline consultations with MoEST officials

reinforced the need to work closely with the MoEST to identify and advance policy reforms and enhance monitoring and evaluation systems which directly impact the enhancement of early grade literacy and numeracy attainment. Baseline consultations related to Result 1 pointed to a number of areas where changes in education policy and systems could contribute to improve early grade learning. Some examples of this are the policy that addresses classroom size and teacher qualifications and competencies in Standard 1 and Standard 2; systems that serve to increase the frequency of and enhance the quality of teacher training and support related to specific reading and mathematics methodologies; and policy that welcomes and fosters the active involvement of communities in monitoring children's learning. (Conclusions have been drawn from the findings of DeStefano, J. and Chapman, D. (2010). *Result 1. Strengthened Teacher Policy and Support Systems: Analysis of Education Sector Policy Priorities and Implications for TPDS.*)

Results from classroom observations provided a rich set of information for informing MTPDS CPD activities in support of Result 2: *Enhanced Teacher Performance*. When combining all observations (i.e., all Standards 2-4 and all lessons: Chichewa, English and mathematics), 41.3% of the teachers were considered to *adequately* demonstrate *essential* instructional practices according to the established criteria. The benchmark for this indicator is defined as "75% of the behaviors evaluated during the observation obtained a rating of "satisfactory" or better". Only if teachers score better than this benchmark score are they counted as having adequately demonstrated essential instructional practices. Teachers were less likely to meet the criteria that were specifically focused on literacy teaching skills (Chichewa or English) than when teaching a mathematics lesson. Only 26.4 % of the teachers observed teaching a literacy lesson met the criteria for "demonstrating essential instructional practices" compared to 70.2% of the teachers observed teaching a mathematics lesson.

Teachers demonstrated little to no familiarity with specific reading teaching methodologies such as practice with letters and words, use of phonics, or teaching reading comprehension strategies compared to the more general instructional practices such as grouping strategies, use of questions, and provision of feedback. The average percentage of teachers obtaining a satisfactory rating on the 12 general teaching practices was 60.6% while the average percentage of teachers obtaining a satisfactory rating on the 7 specific reading methods was 24.8%.¹ General practices are deemed those that are desirable at all times, across grades and subjects (such as providing formative feedback), while specific or essential practices are those skills and methods specific to a subject matter like reading or math, and that change over time as students progress in their learning. For example, specific to early reading, reading aloud (by individual readers) is important for beginning readers so the student can self-correct and teacher can give feedback, but silent reading becomes more effective (and occurs naturally) as students master decoding and can read with confidence.

Across the 7 subject specific instructional practices, there were a high percentage of lesson observations where the teaching practice was not observed at all. The percentage "0" or "not observed" ratings for these seven practices ranged from 40% to 65%. Thus indicating that, even though teachers are familiar with and usually apply many of the desirable general instructional practices, the majority of teachers are unfamiliar with specific methods required for teaching reading and mathematics. The single most important conclusion coming from the teacher observations is that teachers need specific training and support in "how to teach reading" and "how to teach mathematics" to Standard 1 to Standard 4 learners.

¹ The average was calculated by taking the percentage of teachers obtaining a rating of "satisfactory" or above for each of the behaviors (i.e., each of the 12 general practices and each of the 7 specific practices) and calculated the mean of the percentages across the behaviors in each group.

It is not unanticipated that Standard 2 and Standard 4 learners' performance on the national baseline assessment of reading and mathematics through the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tests fell well below grade expectations. Notably, on the Early Grade Reading Assessment (EGMA) subtests, a high proportion of learners in both Standard 2 and Standard 4 scored zero on a measure of oral reading fluency and reading comprehension. On these tasks, students are asked to read a short story and then answer questions about the part of the story they read. A total of 72.8% of Standard 2 students and 41.9% of Standard 4 students could not read a single word of the story. The percentage of zero scores on the reading comprehension questions was even higher: 97.1% of Standard 2 students and 69.3% of students in Standard 4 could not answer one comprehension question correctly.

Across the EGMA subtests a noticeable proportion of learners were able to answer only the most elementary and procedural of items. Even though the EGMA is based on Standard 1 to Standard 2 materials, the average mean percent correct was 21.8% for Standard 2 and 61.8% for Standard 4 students. None of the Standard 2 students and less than 25% of the Standard 4 learners was able to rote count beyond 100; and learners in Standard 2 and Standard 4 alike had difficulty recognizing numbers greater than 100.

Teacher interviews were conducted to establish a baseline of teachers' perceptions of the adequacy of teachers' guides and learners' textbooks. In general teachers were satisfied with both the teachers' guides and the learners' textbooks: with 89.7% and 92.5% respectively of teachers rating the guides and texts as satisfactory or better. However, only 65.5% of the teachers were satisfied with the "use" of the textbooks and less than half were satisfied with learners' guides. The wide-ranging paucity of resources for early grades is problematic, as is the need for assignment of more skilled teachers to early grades.

Teacher interviews also provided information on teachers' views about the level of involvement of the SMC and PTA in the school and their satisfaction in the support and supervision they receive from head teachers, colleagues and the primary education advisors. The majority of teachers (82%) interviewed were satisfied with their relationships with the SMC and PTA, but less than 50% reported being satisfied with the SMC/PTA involvement in monitoring student learning, teacher meetings and extra-curricular activities,, and provision of skilled resources. Approximately half the teachers were satisfied with head teacher and PEA supervision; however, ratings differed significantly according to location and division with a larger percentage of teachers in urban areas giving satisfactory ratings on head teacher and PEA support than in rural settings. Less than 25% of the teachers were satisfied with colleague support and supervision.

Annual data collection and review September 2011

A second annual data collection and analysis exercise was undertaken. Sampling was conducted in the same manner as during the 2011 baseline. As far as possible the same schools were visited. A summary of the status of each indicator is presented below. USAID Indicators are presented in cells that are shaded in grey. Additional custom indicators appear in unshaded cells. A narrative explanation of the numbers presented follows the table.

MTPDS Results Framework

Indicators/Targets	Indicator number in MTPDS PMP M&E Framework	9/30/10 (Targets) Feb 2010-Sep 2010	9/30/10 (Results) Feb 2010-Sep 2010	9/30/11 (Targets) Oct 2010-Sep 2011	9/30/11 (Results) Oct 2010-Sep 2011	9/30/12 (Targets) Oct 2010-Sep 2011	3/31/13 (Targets) Oct 2010-March 2011	End of project (Targets)
Result 1: Strengthened teacher policy, support and management systems								
Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	1.0	0	0	3	5	3	3	3 Approved by MoEST
IR 1.1 Strengthened teacher management and support systems for supporting early grade learning								
Roles and responsibilities with regards to teacher education: documented, and implemented	1.1a	0	0	1 Submitted to USAID	1 Submitted to USAID	1 Approved by MOEST	1 Adopted my MOEST	1 Adopted my MOEST
Number of administrators and officials trained (number of women; number of men)	1.1b	465 (W=136) (M=321)	23 (W=9) (M14)	465 (W=140) (M=325)	578 (W=195) (M=388)	465 (W=140) (M=325)	465 (W=140) (M=325)	465 (W=140) (M=325)
IR 1.2: Teacher Education Management Information System Strengthened								
Number of host country institutions that have used USG assisted MIS to inform administrative / management decision	1.2a	0	0	7	7	43	43	43
Number of host country institutions with improved MIS as a result of USG decision	1.2b	0	0	7	7	43	43	43
Number of people trained in strategic information management with USG assistance.	1,2c	0	0	40	23 (W=4) (M=19)	230	230	230

Indicators/Targets:	Indicator number in MTPDS PMP M&E Framework	9/30/10 (Targets) Feb 2010-Sep 2010	9/30/10 (Results) Feb 2010-Sep 2010	9/30/11 (Targets) Oct 2010-Sep 2011	9/30/11 (Results) Oct 2010-Sep 2011	9/30/12 (Targets) Oct 2010-Sep 2011	3/31/13 (Targets) Oct 2010-March 2011	End of project (Targets)
Result 2. Enhanced teacher performance								
Percentage Std. 1 - 4 teachers demonstrating essential skills in teaching literacy. *See discussion in narrative below.	2.0a	0	26.4% Baseline	10%↑	21.6% See notes in narrative	20%↑	25%↑	25%↑
2.0b Percentage Std. 1 - 4 teachers demonstrating essential skills in teaching numeracy.*See discussion in narrative below.	2.0b	0	70.2% Baseline	10%↑	47.2% See notes in narrative	20%↑	25%↑	25%↑
IR 2.1: MoEST CPD systems strengthened								
2.1a % Std 1-4 teachers receiving CPD training related to early grade reading	2.1a (i)	0	0	75%	95.17%	75%	75%	75%
2.1b % Std 1-4 teachers receiving CPD training related to early grade mathematics	2.1 (ii)	0	0	75%	98.17%	75%	75%	75%
2.1c Number of teachers/educators trained with USG support (number of women; number of men)	2.1b	0	0	29,685 (W=12,152) (M=17,533)	20,386 (W=9,205) (M=11,181)	29,685 (W=12,152) (M=17,533)	29,685 (W=12,152) (M=17,533)	29,685
IR 2.2: IPTE-ODL support and supervision systems strengthened using innovative technologies								
% ODL design recommendations generated by MTPDS that are implemented by MoEST (DTED) in developing enhanced ODL design	2.2a	0	0	50%	78%	75%	75%	75%
Number of ODL Field Supervisors/teacher trainees using innovative technologies	2.2b	0	0	4000	29 (W=14; M=15)	4000	4000	4000

Indicators/Targets:	Indicator number in MTPDS PMP M&E Framework	9/30/10 (Targets) Feb 2010-Sep 2010	9/30/10 (Results) Feb 2010-Sep 2010	9/30/11 (Targets) Oct 2010- Sep 2011	9/30/11 (Results) Oct 2010- Sep 2011	9/30/12 (Targets) Oct 2010- Sep 2011	3/31/13 (Targets) Oct 2010- March 2011	End of project (Targets)
Result 3: Improved Early Grade Literacy and Numeracy								
Std. 1-4 pupil performance in literacy compared to baseline Measured by average oral reading fluency (number of correct words read in one minute) disaggregated by grade and gender	3.0a	0	Baseline established in Nov 2010 and therefore reported in FY2011	1.1 Std 2 1.3 (Male) 0.86(Female) 11.7 Std 4 12.0 (Male) 11.6 (Female)	Next National Assessment scheduled for Nov 2011	10% over baseline	20% over baseline	20% over baseline
Std. 1-4 pupil performance in numeracy compared to baseline Percent correct score for Standard 2 and Standard 4	3.0b	0	Baseline established in Nov 2010 and therefore reported in FY2011	21.8% Std 2 21.4% (Male) 22.3% (Female) 61.8% Std 4 63.0% (Male) 60.7% (Female)	Next National Assessment scheduled for Nov 2011	10% over baseline	20% over baseline	20% over baseline
IR 3.1: Improved Early Grade Literacy and Numeracy Instructional Practices								
Teacher competencies for early grade reading and mathematics documented and approved	3.1a	0	0	1	0	1	1	1
Number of learners enrolled in USG-supported primary schools or equivalent non school-based settings (number of girls; number of boys	3.1b	1,954,012 G=986,638 B=976,374	0	1,954,012 G=986,638 B=976,374	3,774,116 G=1,896,311 B=1,877,805	1,954,012 G=986,638) B=976,374	1,954,012 G=986,638 B=976,374	1,954,012 G=986,638 B=976,374
IR 3.2: Communities mobilized to support school initiatives to improve early grade reading and mathematics								
% of SMCs/PTAs implementing actions to support early grade literacy and numeracy in two target districts of Ntchisi and Salima	3.2a	0	0	50%	0	75%	75%	75%
Number of SMC/PTAs or similar “school” governance structures supported	3.2b	0	0	68	272	172	120	195
Result 4: Improved Early Grade Literacy and Numeracy for Out of School Children and Youth See Narrative								

Indicators/Targets: For each implementing mechanism, you are asked to give the actual results achieved as of September 30, 2010 for each of the indicators included in the FY 2009 OP.	Indicator number in MTPDS PMP M&E Framework	9/30/10 (Targets) Feb 2010-Sep 2010	9/30/10 (Results) Feb 2010-Sep 2010	9/30/11 (Targets) Oct 2010- Sep 2011	9/30/11 (Results) Oct 2010- Sep 2011	9/30/12 (Targets) Oct 2010- Sep 2011	3/31/13 (Targets) Oct 2010- March 2011	End of project (Targets)
Result 5: Enhanced Quality of Teaching and Learning Materials								
Teachers' quality rating score for Std 1 and 2 teachers guides (See Narrative)	5.0a	0	89.7 Baseline	25%	86.1	50%	75%	75%
Teachers' quality rating score for Std 1 and 2 textbooks	5.0b	0	85.7 Baseline	25%	58.8	50%	75%	75%
IR 5.1: Quality of revised PCAR materials for Std 1 - 2 improved								
% of Std 1-2 teachers regularly using revised materials in the classroom	5.1a	0	0	25%	0	25%	75%	75%
Number of learner's book and teacher's guide revised for Std 1-2	5.1b	0	0	28 Titles	28 Titles Drafted	28 Titles	28 Titles	28 Titles
Number of textbooks and other teaching and learning materials provided with USG assistance	5.1c	0	0	2 million	105,200 See narrative	2 million	2 million	2 million
Result 6: Improved Teacher Education –PCAR M&E Systems and Quality								
PCAR M&E guidelines developed	6.0	0	0	2	1	1	1	1
IR 6.1: Institutional capacity for PCAR M&E strengthened								
Number of SMC trained on how to monitor performance of learners (See Narrative)	6.1a	0	0	0	0	0	0	0
Number of people trained in monitoring and evaluation with USG assistance	6.1b	0	0	184 (W=55) (M=129)	64 (W=29) (M=35)	500 (W=150) (M=350)	600 (W=180) (M=420)	600 (W=180) (M=420)
Number of people trained in research with USG assistance (See Narrative)	6.1c	0	0	4 (W=2) (M=2)	0	8 (W=3) (M=5)	4 (W=2) (M=2)	4 (W=2) (M=2)

Result 1: Strengthened teacher policy, support and management systems**1.0 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services**

Two dedicated areas of policy development have been supported by the MTPDS: support for the improvement of the National Strategy for Teacher Education and Development (NSTED) and the National PCAR Monitoring and Evaluation Framework and related implementation strategy. The policy documents emerging from MTPDS policy support to date are listed below.

The ***Review of the NSTED Policy Framework*** outlined the progress in implementing the NSTED to date and highlighted priority areas in teacher education, continuous professional development and teacher management that need to be addressed and incorporated into a modified NSTED Policy Framework. This strategic review of the existing NSTED helped to guide the MOEST in their prioritization of activities for implementing the NSTED and provided a useful guideline in advancing the policy work related to teacher education and development. The Review was accepted by USAID and subsequently adopted by the MOEST in December 2010.

A related policy guideline was the concept paper, ***Career Paths for Primary School Teachers***. This paper articulates possible avenues for clarifying and improving the career path for primary school teachers. The career path guideline was accepted by USAID in June 2011 and was submitted to the MOEST in July 2011, though it has not been formally adopted by the Ministry to date. This concept paper was counted as a second policy document for Indicator 1.0 above.

The ***NSTED Policy Framework*** and ***Implementation Strategy*** and fully budgeted ***Implementation Plan*** were drafted and submitted to USAID by end September 2011. This set of NSTED policy documents were counted as a single policy support area rather than three different policy documents. They have yet to be formally cleared by USAID.

In the area of MOEST policy support related to monitoring and evaluation, the MTPDS has supported the MOEST in finalizing the ***National Framework for Monitoring and Evaluating the National Primary Curriculum and the Primary Curriculum and Assessment Reform program (NPC/PCAR)***. The development of this framework was followed by the development of a budgeted implementation strategy for monitoring and evaluating the NPC/PCAR. Both documents were submitted to USAID and MOEST in August 2011 but have not, to date, been adopted by the Ministry. These documents are counted as two separate policy guidelines under Result 1.0.

IR 1.1 Strengthened teacher management and support systems for supporting early grade learning**1.1a Roles and responsibilities with regards to teacher education: documented, and implemented**

A discussion paper on the roles and responsibilities of teacher education was drafted and cleared by USAID in June 2011. The paper includes suggested role and responsibilities of the various departments and institutions involved in teacher education, CPD and management of teachers. It was submitted to the Ministry in July 2011 but is yet to be adopted by the Ministry.

1.1b Number of administrators and officials trained (number of women; number of men)

A total of 578 administrators and officials (388 Males and 195 Females) have been trained through MTPDS Project. These officials included 435 Primary Education Advisors from across the nation who were trained as trainers to deliver the Literacy, Numeracy and Leadership continuous professional develop (CPD) to Std. 1-4 teachers across the country. In addition, administrators and officials were trained in the following: applying the Open and Distance Learning (ODL) technical innovations to

support Malawi's ODL Program; materials review; assessment instrument development and adaptation; and literacy and numeracy learning facilitator training. In addition to PEAs, the following MOEST officials were involved in this training: Department of Inspection and Advisory Services (DIAS), Basic Education, Monitoring and Evaluation/Planning and TTC managers were trained.

IR 1.2: Teacher Education Management Information System Strengthened

1.2a Number of host country institutions that have used USG assisted MIS to inform administrative/management decisions

1.2b Number of host country institutions with improved MIS as a result of USG decision

Seven institutions that were supported in establishing improved Management Information Systems (DTED plus six TTCs across the nation) have used the Open and Distance Learning Database system for management and communication purposes. The linkages between DTED and the TTCs have served to improve management of student information and have supported more informed decisions regarding distribution of students across TTCs. The MIS has enabled the installation of SMS messaging which has, in turn, improved communication and information sharing between teacher education students practicing in the field and their supervisors. All six TTCs reported that the new MIS has changed the way the TTC manages students by improving efficiency and communications.

1.2c Number of people trained in strategic information management with USG assistance.

Training in strategic information management was provided for as part of the technical assistance and training supporting the following: information systems for enhancing the ODL-IPTE Program (12 persons were trained in the new information systems for ODL-IPTE) and PCAR M&E Training (11 persons were trained in assessing and managing information related to teacher classroom performance). The actual data for 9/30/2011 were below planned targets for 2 reasons:

- ODL recipients of SI training was attached to the technical innovations that took place in a limited number of TTCs and thus recipients of direct training did not include extensive numbers; under the proposed contract modification the ODL support activity will be reduced or discontinued and therefore further rollout and training on these systems was postponed until further notice regarding program redirection under a contract modification.
- The second relevant training under this indicator was the training of MOEST officials on the development and use of information on teacher and learner performance to inform program and policy decisions for the NPC/PCAR. Eleven senior officials were trained in the quality and use of strategic information for inspection and advisory services. In the following year it is anticipated that additional training recipients will be trained as part of a nationwide data collection effort to inform the effectiveness and uptake of the NPC/PCAR with an additional 100 participants who will learn to apply information strategically to mobilize communities around school improvement. With some significant program redesign, targets for 2012 and 2013 should be re-evaluated.

Result 2. Enhanced teacher performance

2.0a Percentage Std. 1 - 4 teachers demonstrating essential skills in teaching literacy

2.0b Percentage Std. 1 - 4 teachers demonstrating essential skills in teaching numeracy

In the original PMP this indicator was consolidated into one: “Percentage of Std. 1 - 4 teachers demonstrating essential skills in teaching literacy and numeracy.” During the baseline; however, it was clear that instructional performance was different when a teacher was leading a reading lesson as opposed to a mathematics lesson. Therefore, this Indicator 2.0 was broken down to consider essential skills in teaching literacy and numeracy separately.

It was also determined from the results of the baseline classroom observation study that the classroom observation instrument used at baseline required improvement to ensure quality data (e.g., to strengthen validity and reliability of the instrument). Thus teacher performance as measured in 2010 (baseline) and 2011 (year two M&E) are not directly comparable. In order to fully support teachers in their classrooms, it is critical that their performance is accurately measured and thus the decision to revise the classroom observation instrument. Importantly, the revision was developed through a process of participatory training in classroom observation and the resulting instrument has been incorporated into the National PCAR M&E Implementation Strategy. This is a positive development as now the MTPDS M&E related to teacher performance is aligned with the National M&E Strategy and these two activities are thus mutually reinforcing and support sustained capacity in education M&E related to PCAR and the NPC.

A reliability assessment of the revised instrument determined it to have strong reliability (Cronbach’s alpha = 0.83). The consultation process with a panel of experts across MOEST Departments and among MTPDS staff combined with the intensive pilot testing of the instrument served to strengthen the validity of the instrument as well. As a result of the revisions the criteria for including a teacher in the percentage calculation was adjusted. A “teacher who received a “satisfactory score or better” on 65% of the observations was included in the calculation.

IR 2.1: MoEST CPD systems strengthened

2.1a (i): % Std. 1-4 teachers receiving CPD training related to early grade reading

2.1a (ii) % Std. 1-4 teachers receiving CPD training related to early grade mathematics

Considering the importance of showing the number of teachers that received CPD training in early grade reading or in early grade mathematics, this indicator was split to provide an indicator for reading (2.1a.i.) and one for mathematics (2.1a.ii.). The CPD training consists of 2 days for each CPD module which was followed by school based support and monitoring results that is led by the PEA. As can be seen in the table, the coverage of CPD training among Std. 1-4 teachers was impressive and speaks to the interest and willingness of teachers to upgrade their skills in early grade teaching methodologies. The total number of teachers in standards 1-4 is taken as 29,854 based on figures quoted from EMIS 2009 in the PMP. .

2.1b Number of teachers/educators trained with USG support (number of women; number of men)

In order to be included in the performance measurement for the USG OP indicator related to teachers trained, a teacher was required to participate in at least 3 days of training. As each CPD training activity was only 2 days, teachers had to have attended at least 2 different CPD trainings in the period (e.g., literacy, numeracy, leadership). Thus 20,386 teachers attended at least 2 (2-day) CPD training modules. However, when considering teachers who attended one training module we are very close to the target of 29,685 with 27,477 teachers attending a 2-day reading module and 28,181 teachers attending a mathematics module. As reported in 2.1a and 2.1b above this was approximately 95% and 98% of the population of Std. 1-4 teachers. The most current data on the population of Std1-4 teachers is 28,870 and this is what the calculation was based on. Therefore, the target of 29,685 given for this indicator would seem to be untenable and should be changed to reflect a more accurate target population. In

addition, it is not usually possible to reach 100% of a population and this is another reason that this target should be revisited. There is considerable flux in the number of teachers working in standards 1-4 especially since September of 2011 when a government circular required schools to reallocate teachers into lower standards in order to maintain a maximum class size of 60 learners. The true number of teachers currently teaching in standards 1-4 is therefore uncertain.

IR 2.2: IPTE-ODL support and supervision systems strengthened using innovative technologies

2.2a % ODL design recommendations generated by MTPDS that are implemented by MoEST (DTED) in developing enhanced ODL design

A review of the current ODL program provided through MTPDS TA led to a set of agreed upon recommendations for accelerating and enhancing the ongoing IPTE-ODL program. This review took place through consultative process with MOEST counterparts and all ODL Desk Officers in the TTCs which, in turn served to reinforce the sustained uptake of recommendations. The 28 of 36 recommendations that have been successfully implemented are technical in nature such as airing the ODL programs on the radio while the 8 recommendations that have not been implemented were policy and budget related. These systems reforms cannot be implemented without extensive consultation with senior level officials and committee work. Thus these recommendations, though in discussion, may take some time to be addressed. The full set of recommendations and the current status of each can be seen in the *MTPDS Recommendations on ODL Systems Report*, September 2011.

2.2b Number of ODL Field Supervisors/teacher trainees using innovative technologies

This performance indicator is directly tied to the pilot of innovative technologies supporting Malawi's ODL and the MP3 Pilot (See p.6, Description of Result 1). A total of 29 persons (26 teacher education students and 3 supervisors; 14 males and 15 females) from St. Joseph's and Lilongwe Teacher Training Colleges were trained in the use of MP3 technology as a means to stream information to students and enhance the effectiveness of delivering the ODL curriculum. This pilot was not rolled out/scaled up by the end of the year as there was some question whether or not the ODL component would be continued considering a pending redesign and contract modification. The target of 4000 set in the PMP is based on the assumption that all ODL students in cohort 1 would be involved in the piloting of the SMS text messaging system. While this initiative is ready for use, its implementation is currently on hold as its removal from the MTPDS task order is under discussion in the proposed modification process.

Result 3: Improved Early Grade Literacy and Numeracy

3.0a Std. 1-4 pupil performance in literacy compared to baseline

3.0b Std. 1-4 pupil performance in numeracy compared to baseline

The baseline assessment of learner performance in literacy and numeracy, as described above, was first administered in November 2010. The November time line allowed for students to be settled in their classrooms following the beginning of the school year in September. Subsequent national assessments will take place annually, with the first continuous measure scheduled for November 2011. Due to the necessity to provide a comparable data on learner performance annually in November, data on learner performance is not available for the 2011 annual reporting cycle.

IR 3.1: Improved Early Grade Literacy and Numeracy Instructional Practices

3.1a. Teacher competencies for early grade reading and mathematics documented and approved

Across the MOEST there are a variety of documents that speak to teacher competencies for teaching reading and mathematics in the early grades; however, these have yet to be consolidated into one policy document. The MTPDS team agreed that it was critical that the lessons learned from the literacy intervention being piloted in Ntchisi and Salima would be essential for consolidating the various existing competency documents and for developing a single agreed upon set of early grade teaching competencies for reading and mathematics instruction that is in line with the NPC. Therefore, it was deemed necessary to postpone completion of this milestone indicator until the necessary information was available from the pilot districts.

3.1b Number of learners enrolled in USG-supported primary schools or equivalent non school-based settings (number of girls; number of boys)

This information was based on current statistics for the schools that MTPDS has supported. The names of all schools that have attended national CPD training were identified. The total enrolment of these schools was then calculated based on figures derived from the EMIS 2010 database. As we are supporting CPD across the nation, these figures essentially reflect population statistics for the public sector.

IR 3.2: Communities mobilized to support school initiatives to improve early grade reading and mathematics

3.2a % of SMCs/PTAs implementing actions to support early grade literacy and numeracy in two target districts of Ntchisi and Salima

To date MTPDS has oriented 272 SMC/PTAs, including 1015 committee and PTA members in two districts (Ntchisi and Salima) on the reading interventions that are being implemented in these pilot districts. During this orientation, the SMC/PTAs have been encouraged to consider how they can incorporate literacy support into their ongoing school improvement planning process and related School Improvement Plans (SIPS). The SMC/PTAs, having just been oriented to the literacy interventions, are just in the initial stages of considering literacy support actions that could be incorporated into their SIPS. It will be important to apply some of the emerging lessons from the intervention to further inform and mobilize communities around literacy support. Support to SMCs/PTAs in this regard is anticipated for the coming year.

3.2.b. Number of SMC/PTAs or similar “school” governance structures supported

To date MTPDS has oriented 272 SMC/PTAs, including 1015 committee and PTA members (188 females, 827 males) in two districts (Ntchisi and Salima) on the reading interventions that are being implemented in these pilot districts.

Result 4: Improved Early Grade Literacy and Numeracy for Out of School Children and Youth

In early discussions on a project redesign, it was decided to postpone support for Result 2 until a decision was made regarding whether to continue to include this as a project result. Thus to date there has not been any activity on Result 4.

Result 5: Enhanced Quality of Teaching and Learning Materials

5.0a Teachers’ quality rating score for Std. 1 and 2 teachers guides

5.0b Teachers’ quality rating score for Std. 1 and 2 textbooks

First of all, given the difference in teacher ratings of teacher guides and learner books, it was determined to break this indicator up in order to address the two elements separately.

The baseline teacher survey instrument that queried teacher perceptions about the NPC teacher guides and textbooks for Std 1 and Std 2 was by necessity revised for the Year 2 M&E data collection activity in order to strengthen the validity and reliability of data. Though teacher ratings of books and guides measured by the 2010 (baseline) and 2011 (monitoring) are not directly comparable because of changes made to the instrument. Interesting, as in the baseline teacher evaluations of the quality of the Teacher's Guides was equally positive from baseline to year 1, with greater than 85% of the teachers being satisfied with the Guides. The new instrument measuring teacher quality ratings of learner textbooks revealed that only a little more than 50% of the teachers were satisfied with the learner textbooks. This latter finding is consistent with per-award information that suggested teachers were not altogether satisfied with the Std. 1-2 textbooks and considered a valid estimate of teacher's evaluations of the learner texts.

IR 5.1: Quality of revised PCAR materials for Std. 1 - 2 improved

5.1.a. % of Std. 1-2 teachers regularly using revised materials in the classroom

5.1.b. Number of learner's book and teacher's guide revised for Std. 1-2

As of September 30, 2011 28 new titles had been drafted through a consultative process and writer's workshop held at the Malawi Institute of Education. This included revisions of seven texts and seven teacher's guides for each, Standard 1 and Standard 2 or a total of 28 titles. These revisions have not been printed nor disseminated and therefore not in the hands of teachers as of September 2011.

5.1c Number of textbooks and other teaching and learning materials provided with USG assistance

Although the Std 1 and Std 2 textbooks have been revised, they have not been approved and prepared for printing and distribution. Thus the MTPDS teaching and learning materials that have been developed and distributed are the CPD materials for reading, mathematics and literacy. These are outlined below:

- Literacy Module 1: 1300 facilitator guides; 31,000 participant manuals
- Numeracy Module 1: 1300 facilitator guides; 33,000 participant manuals
- Leadership Module 1: 1300 facilitator guides; 25,000 participant manuals
- Leadership Module 2: 1300 facilitator guides; 11,000 participant manuals

With the approval and adoption of the revised textbooks, the distribution will be nationwide for all students and thus the expected targets are still viable if it is agreed to include this Result within the context of a modification.

Result 6: Improved Teacher Education –PCAR M&E Systems and Quality

6.0 PCAR M&E guidelines developed

Two (2) PCAR M&E policy documents were developed, the first being the National PCAR M&E Framework and the second the National PCAR M&E Implementation Strategy. The Framework provides the guiding principles underlying the monitoring and evaluation of the National Primary Curriculum while the Implementation Strategy details and costs the activities required to conduct an annual national monitoring exercise. Though different in objectives, the two policy documents are mutually reinforcing.

IR 6.1: Institutional capacity for PCAR M&E strengthened

6.1a Number of SMC trained on how to monitor performance of learners

To date MTPDS has oriented 272 SMC/PTAs, including 1015 committee and PTA members in two districts (Ntchisi and Salima) on the reading interventions that are being implemented in these pilot districts. During this orientation, the SMC/PTAs have been encouraged to consider how they can incorporate literacy support into their ongoing school improvement planning process and related School Improvement Plans (SIPS), but direct training on monitoring learner performance has not been a part of the SMC training to date. As the lessons emerge from the pilot interventions, including how to best involve parents and community members in monitoring improvements, a dedicated activity to learner performance monitoring will be developed for SMCs/PTAs.

6.1b Number of people trained in monitoring and evaluation with USG assistance

Direct training in monitoring and evaluation has been conducted in three different areas: 1) developing instrumentation for monitoring teachers' application of what they have learned from the CPD training (7 officials); 2) Training in the developing monitoring instruments and collecting data on learner performance in reading and mathematics (46); and 3) Training in the development of tools and processes to provide a nationwide M&E of the uptake and effectiveness of the National Primary Curriculum and related reforms (11).

6.1c Number of people trained in research with USG assistance

This activity/training was oriented to a research grants activity that was included in the original design. Thus, grantees would receive training and support on relevant research methodologies which were aligned with the grant project. Early in the life of the project the grants scheme was removed from the design and therefore this indicator is no longer relevant and will be removed in the Performance Monitoring Plan to accompany the contract modification.

Planned Activities for FY 11-12

The table below describes all planned activities for the 2010-11 Financial Year. It is written with reference to the Year 2 work plan submitted to USAID 25th September. Activities will be amended subject to conclusion of the contract modification initiated by CO letter of 6th October 2011.

Result 1: Strengthened Teacher Policy, Support & Management Systems

Result 1 – Strengthened Teacher Support, Policy and Management Systems		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED													
1.1.d NSTED strategy developed within four months after award, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/Continuous Professional Development	1.1.5. Develop and document NSTED strategy document												
1.1.e. NSTED implementation plan developed supporting strategic elements as above, within four months after award	1.1.6. Draft NSTED implementation plan												
1.1.f. NSTED guidelines drafted and shared with central MoEST, relevant Technical Working Group (TWG) and representative group of the 6 Division and 34 Districts Education Offices and Officers, teachers and other education personnel for feedback and revision within 6 months of award	1.1.7. Assist MoEST to draft implementation guidelines based on implementation plan.												
	1.1.8. Share draft NSTED implementation guidelines with TWG and representatives of												
1.1.g. NSTED guidelines finalized, approved and disseminated to all 6 Divisional and 34 Districts Education Offices and Officers and all within six to eight months, as agreed with MoEST and USAID	1.1.9. Finalize and submit NSTED Guidelines for approval from USAID and MoEST												
	1.1.10. Assist MoEST to disseminate approved NSTED implementation guidelines to all Divisions and Districts												
Requirement 1.2. Determine key priority actions and support their implementation													
1.2.a At least 3 priority actions implemented from the plan listed above - actions that address or support top, priority MoEST policy areas affecting teachers, e.g., Teacher Accreditation Systems, Recruitment, Deployment, HIV/AIDS in	1.2.2. Determine in collaboration with MoEST, USAID and relevant stakeholders which policies the MTPDS activity should directly support												
	1.2.3. Work with the relevant MoEST offices and other stakeholders to draw up specific implementation strategies and												

Result 1 – Strengthened Teacher Support, Policy and Management Systems		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
the Workplace policies	plans for each of the 3 priority strategies												
1.2.b. Priority strategies implementation progress and Results documented and shared with relevant TWG and MoEST monthly	1.2.4. Support implementation of 3 priority strategies to address e.g., accreditation systems, recruitment, deployment, redeployment, professional advancement.												
	1.2.5. Document progress in implementation of priority strategies												
	1.2.6 Report progress to TWG and MoEST												
1.2.c Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements and, importantly, include the key communication and information-sharing activities needed to support successful implementation	1.2.7 Detailed implementation strategies for 3 priorities drafted												
Requirement 1.3: Develop an updated Teacher Education Management Information System (TEMIS) that is integrated with the EMIS													
1.3.a. Teacher Education Management Information Systems (TEMIS) and EMIS harmonized and integrated by the end of year 2	1.3.1. Review the variations in costs and effectiveness of different approaches to teacher assignment and pre- and in-service training activities												
	1.3.2. Produce report analyzing and presenting pertinent information concerning critical areas of teacher recruitment, assignment, education and support policies												
	1.3.4. Draw up a plan on how best to integrate EMIS and TEMIS, in collaboration with the Directorate of Education Planning and DTED												
	1.3.5. Support implementation of the plan												
1.3.b. EMIS/EMIS data utilization for annual decision making and planning processes increased within relevant MoEST Directorates, at a minimum by DTED and Teacher Training Colleges (TTCs)	Work with DTED to analyze data from the linked EMIS/TEMIS and identify issues for discussion at TWG meetings												
1.3.c. By the end of year three, an integrated TEMIS/EMIS will produce sample-based comparative analyses of the impact of teacher pre- and in-service training programs on teacher and student performance in class.	Conduct a sample based analysis of the impact of teacher pre- and in-service training programs on teacher and student performance												

Result 1 – Strengthened Teacher Support, Policy and Management Systems		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development.													
1.4. b. Teacher education roles and responsibilities clarification recommendations submitted to MoEST/ Sector Working Group (SWG).	1.4.3 Submit clarification recommendations on roles and responsibilities to USAID & MOEST for approval												
	1.4.4. Share clarification recommendations on the roles and responsibilities of the departments with TWG and teacher training institutions												
1.4.c. Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions	1.4.5. Work with the appropriate TWG to develop an action plan for improved coordination between MoEST teacher education institutions and other higher learning institutions involved teacher education and development												
1.4. d. A minimum of 2 processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, DIAS, MIE, and MCDE) by end of Year 1	1.4.6. Ensure that MTPDS selects and initiates 2 parts of this action plan that have the most potential for leveraging greater collaboration and coordination in teacher education												
1.4.e. Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings during life of activity	1.4.7. Participate in and support the Teacher Education Technical Working Group and PCAR Coordinating Committee meetings												
Requirement 1.5: Assess the impact of HIV/AIDS in the sector on education personnel and pupils/students.	Subject to modification no activity planned.												

Result 2: Enhanced Teacher Performance

Result 2. Enhanced Teacher Performance		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 2.1: Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the approved Continuous Professional Development (CPD) model													
2.1.f. CPD operational guidelines reviewed, revised	2.1.6. Review, revise and finalize CPD operational												

Result 2. Enhanced Teacher Performance		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
and finalized in a timely manner, as decided by established leadership/guidance structure or group and approved by MoEST and Cognizant Officer Technical Representative (COTR)	guidelines												
Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (e.g. mobile TA teams), the decentralized Continuous Professional Development (CPD) model.													
	2.2.2. Conduct decentralized (school and cluster-based) INSETs at least once per term												
2.2. b. At least 75% of teacher receive on-the-ground face-to-face teacher training or support from mobile teams at the Regional, Divisional and/or cluster Districts levels	2.2.3. Deliver training and support 3 times a year to at least 350 trainers (who will then train at least 75% of the teachers)												
2.2. c. A minimum of 75% of teachers receive an inspection and/or supervisory visit per term	2.2.4. Conduct inspections and/or supervisory visits and support MoEST staff to do so												
2.2. d. At least one capacity building activity held per term for MOEST non-teaching personnel to improve performance of their teacher professional development/continuous professional development duties	2.2.5. Conduct MoEST capacity building activities at least once per term												
Requirement 2.3: Review, revise, develop, print and distribute CPD modules and related materials for teaching and teacher support personnel.													
2.3.b.CPD Modules for Standards 1-4 refined, revised and/or developed, including testing and evaluation;	2.3.2 Refine, revise and / or develop CPD modules for Standards 1-4 and field test.												
	2.3.3. Review and/or develop as needed the basic competency building training modules targeted to 1+1 trainees, and under-qualified teachers receiving intensive on-the-job training												
2.3.c.CPD Modules printed and distributed to, at a minimum, all PEAs and all Standard 1-4 teachers	2.3.4. Print and distribute CPD modules												
2.3. d. CPD-related early literacy and numeracy materials developed (see Requirements under Result III).	2.3.5. Develop CPD-related early literacy and numeracy materials												
Requirement 2.4 - Design the accelerated IPTE-Open and Distance Learning program.	No Activity Planned Subject to Modification												
Requirement 2.5 - Implement key components of ODL, linked to related areas of support in the	No Activity Planned Subject to Modification												

Result 2. Enhanced Teacher Performance		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
current IPTE program.													
Requirement 2.6: Support NPC in-school life skills curriculum delivery.	No Activity Planned Subject to Modification												
Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support	No Activity Planned Subject to Modification												

Result 3: Improved Early Grade Literacy & Numeracy for In-School Children or Youth

Result 3. Improved Early Grade Literacy and Numeracy		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 3.1: Consolidate best practices in early literacy and numeracy approaches in Malawi.	Complete												
Requirement 3.2: Develop and implement an early literacy and numeracy approach.													
3.2.a. Technical Working Groups or Task Forces created on Quality and Standards and Teacher Education by month 38	3.2.1. Task Teams on literacy and TWGs on Quality and Standards, Teacher Education established and/or strengthened												
	3.2.2. Hold technical working group meetings												
3.2.b. Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project	3.2.3. Invite relevant directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) to participate in literacy and numeracy approach												
	3.2.4. Involve these groups as necessary in planning and implementation stages												
	3.2.5. Conduct meetings with relevant directorates and institutions												
3.2.c. CPD for literacy and numeracy available at least one session per term for Std. 1-3, and piloted in year 1, that will reach all Std. 1-4 students by the end of performance period	3.2.6. Create literacy and numeracy strategy from Literacy Forum Results and expert knowledge in these 2 fields												
	3.2.7. Build into CPD for BE new strategies for literacy improvement identified during Literacy Forum workshop and subsequent technical group meetings												
3.2.d. Face-to-face capacity building conducted that will include all Std 1-4 teachers in 2 districts, teacher support and	3.2.8. Face-to-Face capacity building on the selected literacy and numeracy strategies delivered through the CPD model												
	3.2.9. Coaching mentoring and support provided to 30 selected												

Result 3. Improved Early Grade Literacy and Numeracy		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
supervision personnel	schools in each of 2 districts												
3.2.e. Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)	3.2.10. Efforts will be harmonized with PCAR, Tikwere/IRI, and EDSA												
3.2.f. Special technical working group created around local language instruction that will make recommendation on needs, costs and practicality of implementing local language initiative in conjunction with literacy initiative	3.2.1.1 Create special technical working group on local language instruction which will include MoEST, MTPDS, CLS, other language institutions, and other stakeholders												
	3.2.12. Conduct an analysis of need for local language literacy teaching (including literature review and contact with key informants), practicality, and related costs												
	3.2.13. Produce a technical document for GOM on local language policy around teaching practice												
Requirement 3.3: Assess and monitor early grade (Standards 1-3) primary school children's literacy and numeracy levels.													
3.3.a. Policy dialogue workshops conducted at national level to gain support for district and school level application	3.3.1. Use EGRA and EGMA approaches and instruments at the national level to stimulate policy dialogue and gain support for district and school level application												
3.3.b. EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)	3.3.2. Conduct EGRA Round 2 data collection												
	3.3.3. Workshop for test adaptation with local language specialists, MoEST representatives and others as identified												
	3.3.4. Training of field supervisors and Pretest of Instrument												
	3.3.5. Preliminary analysis of test and re-adaptation based on Results												
	3.3.6. Training of enumerators and Pilot testing of instruments												
	3.3.7. Final adaptations and data collection												
	3.3.8. Data entry, cleaning and analysis												
3.3.c. Annual EGRA Report written and disseminated	3.3.9. Write report												
	3.3.10. Meet to review findings with stakeholders												
	3.3.11. Discuss and decide on dissemination strategy												
	3.3.12. Disseminate Results												
3.3.d. Targets developed to assure substantive increases in reading, fluency and comprehension within four months of award	3.3.13. Develop targets to assure substantive increases in reading, fluency and comprehension												
	3.3.14. Hold a series of working meetings to review findings and implications, and discuss in relation to policies and targets												
	3.3.15. Hold a forum for policy dialogue with donors and												

Result 3. Improved Early Grade Literacy and Numeracy		2011			2012								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
	stakeholders around implications of Results												
3.3.e. Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy within five months to end of Year 1 of activity	3.3.16. Enable pre- and in-service teachers to be able to use EGRA/EGMA to monitor student progress												
	3.3.17. Create EGRA/EGMA classroom assessment training module to be integrated into CPD and in-service activities												
	3.3.19. Create a series of stories by use of teachers												
3.3.f. Annual EGRA follow-up conducted and disseminated	3.3.20. Use the EGRA/EGMA instruments developed during the baseline to conduct annual assessments, with greater MoEST control over processes each year												
Requirement 3.4: Promote school and community support of early literacy and numeracy in and out of school													
3.4. a. Assure that 75% of SMCs and PTAs monitor their school's performance using student achievement data.	3.4.1. Conduct awareness campaign on the importance of literacy and numeracy, and of SMCs and PTAs to student achievement in these areas												
	3.4.2. Hold SMCs and PTA meetings once per term, to discuss Results of outcome assessments and assess methods of school support												
3.4.b. Parents and community members actively monitor school-level student achievement data by the end of Year 1 of training	3.4.3. Adapt School Report Cards to disseminate data about school performance based on EGRA/EGMA Results												
	3.4.4. Train coaches to work with SMCs and PTAs on promoting literacy and using EGRA and EGMA information to monitor school improvement												
	3.4.5. Demonstrate fluency levels captured in EGRA to parents												
	3.4.6. Produce updates on strategies that parents and community members can use to improve literacy and include in Report Cards												
3.4.c. Nurture a culture that values and enjoys reading and maths (ongoing)	3.4.7. Ensure that MTPDS builds on previous efforts at community support of early literacy and numeracy like literacy fairs, use of local language resources, drama groups, and local role models												

Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth

No activity currently scheduled for result 4 during FY 11-12

Result 5: Enhanced Quality of Primary Teaching & Learning Materials

Result 5. Enhanced Quality of Primary Teaching and Learning Materials		2011			2012									
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
Requirement 5.1: Formally evaluate, revise, textbooks for selected Standards.														
5.1.a. Evaluation conducted of continuous assessment criteria for standards 1 through 4	5.1.1. Conduct an analysis of the evaluation criteria for literacy and numeracy for Standards 1-4													
5.1.b. Revisions to continuous assessment criteria shared with relevant stakeholders	5.1.2. Support MIE and MANEB in producing revised continuous assessment guidelines													
	5.1.3. Create an advisory group of teachers who will review and test the utility of the proposed revised evaluation criteria, and who will make recommendations back to MIE, MANEB and project staff on how best to assure the utility of these Standards for the average Malawian classroom teacher													
5.1.c. Revised continuous assessment evaluation criteria tested out by classroom teachers	5.1.4 Conduct field trials of revised continuous assessment criteria.													
5.1.e. Recommendations for improvements and revision documented and shared with relevant stakeholders;	5.1.8 Facilitate textbook review workshop at MIE to generate new drafts for all subjects in Standards 3&4													
5.1.f. Revision for textbooks for four Standards completed;	5.1.9. Support MIE in making revisions or deficiencies in existing textbooks													
Requirement 5.2: Produce and distribute complementary Reading and/or Maths materials.														
5.2.a. Existing reading and math materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors	5.2.1. Work with MIE to evaluate the existing materials used in PSSP, MTTA and any other projects that have provided supplemental materials for reading and math to early primary Standards													
	5.2.2. Produce existing materials that are evaluated as meeting specific needs in the PCAR as well as those deemed important to creating enriched, literate environments at schools													
	5.2.3. Distribution of existing selected materials deemed important to creating enriched, literate environments at schools													
5.2.b. MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials	5.2.4. Assist MIE and MoEST in estimating the costs and planning out of the resource requirements for distributing specific sets of existing supplemental													

Result 5. Enhanced Quality of Primary Teaching and Learning Materials		2011			2012									
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
	materials for the early primary Standards													
	5.2.5. Work with MoEST counterparts to identify funding sources for the production and distributions of the materials already proven useful in the Malawian context (e.g., Dowa Story Books, solicit more girl/women authors)													
	5.2.6. With MIE, define the specifications for supplemental reading and math materials													
5.2.c. Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries	Subject to modification no activity planned.													
5.2.d. Early grade reading materials provided to primary schools in increasing annual proportions, reaching all schools for Stds 1-3 by Year 3	5.2.9. Procure and distribute selected early grade reading materials													
Requirement 5.3 and 5.4: Develop and implement a strategy for reinforcing local, Malawian printer capacity.	Subject to modification no activity planned.													

Result 6: Improved Teacher Education-NPC, M&E Systems & Quality

Result 6. Improved Teacher Education - NPC M&E Systems and Quality		2010			2011								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Requirement 6.1. Define and Put into Operation the Framework, Strategy and Plans for Monitoring and Evaluating PCAR Implementation and for Building M&E Capacity													
6.1.a. Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E	Complete												
6.1.b. M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system	6.1.11. Obtain MoEST approval of the framework												
	6.1.12. Based on feedback from selected stakeholders, draft and finalize the M&E strategy												
	6.1.13. Obtain feedback from selected stakeholders on the M&E strategy, in particular from those institutions identified												

Result 6. Improved Teacher Education - NPC M&E Systems and Quality		2010			2011								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
	as having key roles to play in carrying it out												
	6.1.14. Finalize the M&E strategy and plans												
	6.1.15. Submit final M&E strategy and plans to MoEST for approval												
6.1.c. M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place	6.1.16. Assess the M&E capacity of the identified institutions												
	6.1.17. As part of the finalization of the framework, strategy and plans, assess institution's existing capacity in relationship to the capacities that will be needed to carry out the roles and fulfill the responsibilities they will have.												
	6.1.18. Data requirements articulated, tools for collecting data developed and offices/individuals with different data responsibilities trained in use of tools												
	6.1.19. Costs and resource requirements for implementation of M&E strategy and plan assessed and funding sources identified (MoEST budget, MTPDS budget or other project/trust fund sources).												
6.1.d. Data collected on regular basis as specified by the M&E framework and plan	6.1.20. Provide technical assistance and training to DEOs, PEAs, mentors, itinerant trainers, school directors and PTA members on how to collect, organize and make use of the targeted M&E data												
6.1.e. M&E information informs policy and strategic deliberation at the national level	6.1.21. Support completion of M&E tasks by providing periodic technical assistance and facilitating regular discussions among different actors – e.g. facilitating monthly meetings among PEAs in a district to check on their progress with M&E tasks, both in terms of working with teachers and in terms of compiling data for broader lessons learned												
	6.1.22. Assist in the use of M&E information to inform policy and strategic deliberations at the national level												
	6.1.23 Work with relevant offices to policy memos and policy level briefings on the findings of the M&E on those issues												
	6.1.24. Assist relevant offices in making presentations/conducting briefings												
Requirement 6.2: Enhance Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade													

Result 6. Improved Teacher Education - NPC M&E Systems and Quality		2010			2011								
Standards/Outcomes	Tasks and Sub-tasks Activities	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Literacy and Numeracy													
6.2.a. Parents and communities develop capacity to monitor and support PCAR implementation and to support improved teaching and learning in reading and math in early grades	6.2.1. Ensure that the M&E framework, strategy and plans being developed under requirement 6.1 include specific roles and responsibilities for parents and school communities at the local level												
	6.2.2. Engage parents, communities and CSOs in M&E work through the provision of technical support and training for parents and communities in understanding the PCAR, the M&E purpose and framing questions, and for seeing the roles they can play in collecting and using information on PCAR implementation												
6.2.b. CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation	6.2.3Parents and communities develop capacity to monitor and supporting literacy interventions/ PCAR implementation and to support improved teaching and learning in reading in standards 1-4												
6.2.c. Targeted communities develop and seek funding (from MoEST) for SIPs targeting PCAR implementation and	No activity planned subject to modification												
6.2.d. improved reading and math instruction	No activity planned subject to modification												
Requirement 6.3: Develop Action Research Agenda as Element of M&E Framework	No activity planned subject to modification												

Contracted Deliverables or Results

Please note: the table below includes the deliverables that were listed in the contract document.

Amendments to contracted deliverables are currently under request from MTPDS.

Note: Shading to Sept 11 indicates past action. From Oct. 11 shading indicates periods of planned action

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
Result I. Strengthened Teacher Support, Policy and Management Systems																																							
Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi the NSTED	· NSTED reviewed within one month of award																																				Complete. Report complete and submitted to USAID 3 rd Dec		
	· NSTED recommendations provided for the development of a draft policy framework within one month of award																																				Complete Oct 2010. Priorities and recommendations received written MoEST approval. Letter on file		
	· Draft teacher education-related policy framework produced for MoEST approval that articulates key, priority teacher education support, policy and management issues strategy and strategy implementation options by three months after award																																				Recommendations have been endorsed by MoEST by letter on 21 st Dec. Framework documented and submitted to USAID 11 th August.		
	· NSTED strategy developed within four months after award, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/Continuous Professional Development																																				NSTED Strategy document submitted to USAID Oct 2011.		

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	· NSTED implementation plan developed supporting strategic elements as above, within four months after award																																					Submitted to USAID in Oct 11	
	· NSTED guidelines drafted and shared with central MoEST, relevant Technical Working Group (TWG) and representative group of the 6 Division and 34 Districts Education Offices and Officers, teachers and other education personnel for feedback and revision within 6 months of award																																					Submitted to USAID in Oct 11	
	· NSTED guidelines finalized, approved and disseminated to all 6 Divisional and 34 Districts Education Offices and Officers and all within six to eight months, as agreed with MoEST and USAID																																					Discussion Paper on teacher career path already developed and under discussion. Guidelines for other priorities under development and planned	
Requirement 1.2: Determine key, priority policy actions and support their implementation	· At least 3 priority actions implemented from the plan listed above - actions that address or support top, priority MoEST policy areas affecting teachers, e.g., Teacher Accreditation Systems, Recruitment, Deployment, HIV/AIDS in the Workplace policies																																					Initiated and Ongoing. Initial proposals included in NSTED review report.	
	· Priority action implementation progress and results documented and shared with relevant TWGs and MoEST monthly																																					Ongoing. Regular updates already provided to every Teacher Education TWG	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements and, importantly, include the key communication and information-sharing activities needed to support successful implementation.																																						Initial planning contained in NSTED Plan document.
Requirement 1.3: Develop updated teacher education management information systems (TEMIS) that is integrated with the EMIS.	· Teacher education management information systems (TEMIS) and EMIS harmonized or integrated by the end of Year 2																																						Ongoing. Research report delivered (DeStefano). Negotiations with MoEST ongoing.
	· EMIS/EMIS data utilization for annual decision making and planning processes increased within relevant MoEST Directorates, at a minimum by DTED and Teacher Training Colleges (TTCs)																																						Ongoing. Research Conducted and report in draft form.
	By the end of year three, an integrated TEMIS/EMIS will produce sample-based comparative analyses of the impact of teacher pre- and in-service training programs on teacher and student performance in class.																																						Not started
Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development.	· Participatory process initiated within the first three months post-award, including the use of relevant TWGs, to examine and clarify roles and responsibilities of Ministry Departments and institutions at central and decentralized levels (e.g. EMAS, DTED and Malawi Institute of Education (MIE) and Malawi College of Distance																																						Ongoing. Initial Discussion paper presented to MoEST at workshop. Currently under revision based on feedback received.

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	Education (MCDE), as well as relevant groups or structures (e.g. PCAR Coordination Committee and other PCAR governance structures), regarding teacher education																																						
	· Teacher education roles and responsibilities clarification recommendations submitted to MoEST/PPC for approval within six months of Award																																						Discussion paper complete. Amended version to be presented to forthcoming TWG.
	· Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions involved in teacher education and development (factoring in CPD and the introduction of ODL), within two months after recommendations submission																																						Initial plans contained in roles and responsibilities discussion paper.
	· A minimum of 2 processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, EMAS, MIE and MCDE) by the end of Year 1																																						Ongoing during Sept 2011
	· Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings during life of activity																																						Ongoing
Requirement 1.5: Assess the impact of HIV/AIDS in the sector	· Existing studies, efforts and institutions addressing HIV/ AIDS in the education sector reviewed																																						Action Initiated

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
on education personnel and pupils/students.	· Utility of existing EMIS and TEMIS data for assessing the impact of HIV/ AIDS evaluated																																					Activity subject to receipt of PEPFAR funding	
	· Methodology designed to gather information and address gaps in the existing knowledge																																					Activity subject to receipt of PEPFAR funding	
	· Comprehensive, sample-based study of HIV/ AIDS impact on teachers, other education staff, students																																					Activity subject to receipt of PEPFAR funding	
	· Results of HIV/ AIDS study used to inform policy dialogue and develop targeted interventions to mitigate its impact																																					Activity subject to receipt of PEPFAR funding	
	· EMIS/ TEMIS systems that include data contributing to monitoring the impact of HIV/ AIDS integrated																																					Activity subject to receipt of PEPFAR funding	
Result II. Enhanced Teacher Performance																																							
Requirement 2.1: Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the approved Continuous	Stakeholders identified that include representatives from the relevant MoEST departments involved in teacher education (e.g. DTED, MIE, EMAS, at a minimum), TTCs, District Education personnel (e.g. Education Divisional Managers (EDMs), District Education Managers (DEMs) , Primary Education Advisors (PEAs) and Head teachers) and civil society within first month after award;																																					Complete June 2010	
	· Leadership/guidance structure or group, linked to relevant TWG(s), established to oversee CPD start-up efforts under this activity, comprising representative group of relevant stakeholders within first month																																					Complete May 2010	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
Professional Development (CPD) model.	after award																																						
	· Consultative, efficient process developed to produce CPD implementation operational guidance (for CPD delivery and teacher support & supervision) through the task force and in collaboration with relevant TWGs within two months after award																																					Initiated May 2010. Has passed through numerous drafts. Will be completed subject to terms of the modification.	
	· CPD operational guidelines and relevant tools or documentation drafted, evaluated and finalized within five months after award, with established leadership/guidance structure or group and approved by MoEST and COTR																																					First Draft was shared within 3 months. Final draft pending result of contract modification.	
	CPD guidelines and initial relevant tools tested and evaluated within four months afterward;																																					Tools such as CPD monitoring tool tested and evaluated.	
	· CPD guidance materials printed and distributed to 6 Education Division Management Offices and their staff, • 34 District Education Offices and their staff, all PEAs (approximately 350), • all Teacher Dev Centers, • teachers and head teachers in all primary schools (approximately 5,400 schools) and • select civil society organizations working in																																					Complete. CPD Guidance material was included in CPD Leadership Module 1 which was distributed nationally in December 2010	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	education as decided by task force and approved by MoEST and COTR, within seven to 12 months of the award																																						
Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (e.g. mobile TA teams), the decentralized Continuous Professional Development (CPD) model.	· Decentralized (school and cluster-based) INSETs conducted at least once per term;																																					Ongoing. Leadership 1 & 2 , Literacy 1 and Numeracy 1 so far delivered	
	· At least 75% of teacher receive on the ground face to face teacher training or support from mobile teams at the Regional, Divisional and/or cluster Districts levels;																																					Ongoing. See above.	
	· A minimum of 75% of teachers receive an inspection and/or supervisory visit per term;																																					Ongoing. Impossible for project staff to accomplish without head teachers and PEAs	
	· At least one capacity building activity held per term for MOEST non-teaching personnel to improve performance of their teacher professional development/continuous professional development duties																																					Ongoing. 940 trainers trained for each module so far	
Requirement 2.3: Review, revise, develop, print and distribute CPD modules and related materials for teaching and teacher support personnel.	· CPD Modules for at least Standard 1-4 and 5-7 reviewed, refined, revised and/or developed, printed and distributed to, at a minimum, all PEAs and all Standard 1-4 teachers, including testing and evaluation of, at minimum, Standards 1-4 modules																																					Ongoing. 6 modules already developed.	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	· CPD-related early literacy and numeracy materials developed (see Requirements under Result III)																																					Ongoing	
Requirement 2.4: Design the accelerated IPTE-Open and Distance Learning program.	· IPTE-ODL program designed (applicable reports, plans and tools)																																					Complete 4 Consultant reports on file. TTC database development ongoing	
	· Recommendation report on IPTE-ODL materials																																					Complete. Existing recommendations summarized first ODL report. Summary of implementation in Rumble 3.	
	· Institutional capacity assessment report																																					Complete. Institutional Capacity Report submitted to USAID August 2011	
	· Recommendation paper on capacity building plans for TTC lecturers, Field Supervisors and mentors, with linkages to IPTE 1+1																																					Ongoing. Initial recommendations contained in Rumble 3 are to be expanded.	
	· Initial technology studies reports																																					Complete. Pouzevara report submitted Sept 2010	
	· Technology pilot studies implemented (applicable reports and budgets)																																					Advanced planning complete. MP3 pilot complete ODL database in service. SMS pilot in ready for implementation. Activity suspended	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
																																							pending modification.
Requirement 2.5 - Implement key components of ODL, linked to related areas of support in the current IPTE program.	· Coordination mechanism on IPTE-ODL financing in place																																						Ongoing. Activity initiated with costing report and workshop. Documented in G. Rumble's 2 nd report. Activity suspended pending modification.
	· Ranked list of priority IPTE-ODL (and IPTE 1+1)components for implementation by donors																																						Submitted to USAID as part of Rumble 3 report
	· Recommendation on Memorandum of Understanding between USAID (possibly other donor partners) and the Government of Malawi on IPTE- ODL financing																																						Not Started. Activity suspended pending modification.
	· MTPDS IPTE-ODL component implementation work plan and progress reports																																						Pilot of SMS text message system will be component selected. Activity suspended pending modification.
Requirement 2.6: Support NPC in-school life skills curriculum delivery.	· NPC in-school life skills curriculum delivery supported																																						Documented needs analysis available. Activity suspended pending modification.
	· Modules developed in numeracy, literacy, and to support the PCAR life skills curriculum																																						Ongoing. Academic life skills incorporated into all modules produced. Activity suspended pending modification.

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	75% of teachers receiving training and accompanying life skills resource books or toolkits that promote assessment and instructional techniques designed to reinforce academic life skills curricular outcomes.																																					First training scheduled late 2011. Activity suspended pending modification.	
Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support.	· Teacher and pupil HIV/ AIDS strategies for prevention, treatment and care support piloted																																					Activity subject to PEPFAR funding	
Result III. Improved Early Grade Literacy and Numeracy																																							
Requirement 3.1: Consolidate best practices in early literacy and numeracy approaches in Malawi.	· Literacy forum or workshop held within two months of award on best practices in early grade literacy and numeracy																																					Complete. Literacy forum held July 15-16 th .	
	· Diverse group of presenters invited, at a minimum relevant individual or institutional representatives of those listed under this requirement, for the purpose of contributing their lessons, experiences, practices and results on early grade literacy and numeracy																																					Complete. Literacy forum held July 15-16 th .	
	· Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MoEST for consideration and approval.																																					Submitted to USAID 16 th August 2010	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
Requirement 3.2: Develop and implement an early literacy and numeracy approach.	· Technical working groups created on Quality and Standards and Teacher Education**																																					Complete. Technical team identified and approved by MoEST.	
	· Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project																																					Ongoing. Will take renewed impetus once EGRA and EGMA reports are disseminated.	
	· CPD for literacy and numeracy available at least one session per term for Std. 1-3, and piloted in year 1, that will reach all Std. 1-4 students by the end of performance period																																					Ongoing as part of Result 2. Additional materials produced for pilot districts.	
	· Face-to-face capacity building conducted that will include all Std 1-3 teachers in 2 districts, teacher support and supervision personnel																																					Started March 2011 and ongoing	
	· Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)																																					Ongoing partners participated in module development	
	· Special technical working group created around local language instruction that will make recommendations on needs, costs and practicality of implementing local language initiatives in conjunction with literacy initiatives																																					EGRA Coordinating Committee convened by MoEST August 2011	
Requirement 3.3: Assess and monitor	· Policy dialogue workshops conducted at national level to																																					Complete during October 2010	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
early grade (Stud’s 1-3) primary school children’s literacy and numeracy	gain support for district and school level application																																					EGRA & EGMA adaptation workshop. Further effort invested during dissemination of baseline.	
	· EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)																																					Complete. Baseline data collected, entered and analyzed.	
	· Annual EGRA Report written and disseminated																																					Baseline Report submitted and cleared April and cleared by USAID in June. Dissemination workshop planned August 2011	
	· Targets developed to assure substantive increases in reading, fluency and comprehension within four months of award																																					Ongoing. Anticipated complete Oct 2011	
	· Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy within five months to end of Year 1 of activity																																					Material integrated into Literacy module 2 and 3	
	· Annual EGRA follow-up conducted and disseminated																																					Not Started	
Requirement 3.4: Promote school and community support of early literacy and numeracy in and out of school	· Assure that 75% of SMCs and PTAs monitor their school’s performance using student achievement data																																					Ongoing. SMC & PTA sensitization campaign initiated in Salima and Ntchisi.	
	· Parents and community members actively monitor school-																																					Initial PTA and SMC sensitization	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	level student achievement data by the end of year 1 of training																																					meetings initiated in Salima and Ntchisi. Relevant material also included in CPD Leadership module 2.	
	· Nourish a culture that values and enjoys reading and mathematics (ongoing)																																					Ongoing	
Result IV. Improved Early Grade Literacy and Numeracy for Out of School Children or Youth																																							
Requirement 4.1: Support the implementation of CBE in 2 districts.	· 75% CBE centers in 2 Districts (likely Ntchisi and Salima) are functioning regularly by the end of 2010, according to the CBE model approved by MoEST																																					Not Started. No activity currently planned for this requirement	
	· A minimum of 50% of out-of-school children enrolled in the CBE program in the selected districts																																					Not Started. No activity currently planned for this requirement	
	· 80% of the facilitators are participating in continuous professional development (CPD) activities by the end of the first year																																					Not Started. No activity currently planned for this requirement	
	· At least 75% pupils pass rate to the formal system, including improved literacy levels																																					Not Started. No activity currently planned for this requirement	
	· Early grade literacy and numeracy materials adapted to the CBE program to address needs of older children																																					Not Started. No activity currently planned for this requirement	
Requirement 4.2: Provide in-service training to center facilitators linking to	· Literacy and numeracy strategies reviewed and																																					Not Started. No activity currently planned for this requirement	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
CPD.	· In-service training system functional with adequate Support																																					Not Started. No activity currently planned for this requirement	
	· Facilitators trained to apply EGRA and EGMA as a continuous assessment tool and for school reporting																																					Not Started. No activity currently planned for this requirement	
Requirement 4.3: Improve capacity of education and community stakeholders to monitor CBE and service provision	· System in place for school reporting through School Report Cards																																					Not Started. No activity currently planned for this requirement	
Result V. Enhanced Quality of Primary Teaching and Learning Materials																																							
Requirement 5.1: Formally evaluate, revise, print and distribute textbooks for selected Standards.*	Evaluation conducted of continuous assessment criteria for standards 1 through 4																																					Complete	
	· Recommendations for revisions to continuous assessment evaluation criteria shared with relevant stakeholders																																					Workshop held to share revisions to CA guidelines.	
	· Revised continuous assessment evaluation criteria tested out by classroom teachers																																					Not started	
	· Formal evaluation conducted of textbooks for textbooks for Standards 1-4																																					Research Complete. Report on standard 1&2 complete. To be submitted to USAID in July 2011. Report for standards 2 and 4 in draft form.	
	· Recommendations for revisions documented and shared with relevant stakeholders																																					Complete. Draft recommendations circulated at MIE	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
																																						writers' workshop.	
	· Revision for textbooks for four Standards completed																																					Writers' workshop for standards 1 & 2 in place refinement complete by August 2011	
	· Textbooks for three Standards printed and distributed to, at a minimum, all PEAs, all relevant Standard pupils and teachers and all TTCs																																					No activity planned until Requirement is confirmed in modification.	
Requirement 5.2: Produce and distribute complementary Reading and/or Maths materials.	· Existing reading and math materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors																																						Evaluation ongoing
	· MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials																																						Not Started
	· Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries																																						Started. Initial contacts made.
	· Early grade reading materials provided to primary schools in increasing annual proportions, reaching all schools for Stds. 1-3 by Year 3																																						Activity initiated August 2011 with distribution of decodable reader.
Requirement 5.3 and 5.4: Develop and implement a strategy for reinforcing local, Malawian printer capacity.	· Identify and assess existing local publishing and printing capacity in Malawi																																						Not started
	· Strategy developed for capacity development of local publishers and printers																																						Not started

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
Result VI. Improved Systems and Quality	Teacher Education - NPC M&E																																						
Requirement 6.1: Define and Put into Operation the Framework, Strategy and Plans for Monitoring and Evaluating PCAR Implementation and for Building M&E Capacity	· Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E																																					Approved by MOEST and submitted August 2011	
	· M&E strategy developed that identifies specific roles and responsibilities for each player and institution at diff levels in the system																																					Submission to USAID expected Oct 2011	
	· M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place																																					Work initiated expected finished in Oct 2011	
	· Data collected on regular basis as specified by the M&E framework and plan																																					Instrument piloted Sept 2011. Data collection dates to be decided	
	· M&E information informs policy and strategic deliberations at the national level																																					Not Started	
Requirement 6.2: Enhance Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade Literacy and Numeracy	· Parents and communities develop capacity to monitor and support PCAR implementation and to support improved teaching and learning in reading and math in early grades																																					Planned to take place in tandem with Literacy intervention.	
	· CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation																																					Planned to take place in tandem with Literacy intervention – with focus on SMSs in intervention districts.	

		2010												2011												2012												1 3	
Results/ Requirements	Standards	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	Current Status	
	· Targeted communities develop and seek funding for SIPs targeting PCAR implementation and																																					Not started	
	· improved reading and math instruction																																					Not started	
Requirement 6.3: Develop Action Research Agenda as Element of M&E Framework	· Action research used to provide targeted inputs to M&E and build the capacity of M&E within the system																																					Anticipate removal of standard. No activity planned.	

Results Framework Annex 1

GOAL: Strengthened capacity of the MoEST and GOM to implement, monitor, and manage teacher education and professional development that directly impacts enhanced early grade literacy and numeracy attainment

Result 1: Strengthened teacher policy, support and management systems
Indicator 1.0. Number of laws, policies, regulations or guidelines developed or modified to improve equitable access to or quality of education (Agency indicator)

Result 2: Enhanced Teacher Performance Indicator
 2.0. Percentage Std. 1 - 4 teachers demonstrating essential skills in teaching literacy and numeracy

IR 1.1: Strengthened coordination among Ministry institutions and departments concerned with teacher education

Outcome Indicators
 1.1.a. Roles and responsibilities with regards to Teacher Education, documented, and implemented

1.1.b. Output Indicators
Number of Administrators and officials trained (number of women, number of men) (Agency indicator)

IR 1.2: Teacher Education Management Information System Strengthened

Outcome Indicator
 1.2.a. *Number of host country institutions that have used USG assisted MIS to inform administrative/ management decision (Agency indicator)*

Output Indicators
 1.2.b. *Number of host country institutions with improved MIS as a result of USG. (Agency indicator)*

1.2.c. *Number of people trained in strategic information management with USG assistance (Agency indicator)*

IR 1.3: HIV/AIDS in education strategy strengthened

Outcome Indicator
 1.3.a. Number of targeted HIV/AIDS interventions developed

Output Indicator
 1.3.b. Comprehensive, sample-based study of HIV/AIDS impact on teachers, other education staff and students

IR 2.1: MoEST CPD systems strengthened

Outcome Indicator
 2.1.a. Percentage Std. 1-4 teachers receiving CPD training related to early grade reading and mathematics

Output Indicators
 2.1.b. *Number of teachers/educators trained with USG support (number of women; number of men) (Agency indicator)*

IR 2.2: IPTE-ODL support and supervision systems strengthened using innovative technologies

Outcome Indicators
 2.2. a. Percentage ODL design recommendations generated by TPDS that are implemented by MoEST (DTED) in developing enhanced ODL design

Output Indicator
 2.2.b. Number of ODL Field Supervisors/teacher trainees using innovative information and communication technologies

ANNEX 1. TPDS Results Framework (Continued)

Result 3: Improved Early Grade Literacy and Numeracy

3.0. Std. 1-4 pupil performance in literacy and numeracy compared to baseline

Result 4: Improved Early Grade Literacy and Numeracy for Out of School Children and Youth

4.0 Literacy and numeracy performance among learners in USG supported CBE

Result 5: Enhanced Quality of Teaching and Learning Materials

5.0 Increase in teachers' quality rating score for Std 1 and 2 textbooks and teachers guides.

Result 6: Improved Teacher Education –PCAR M&E Systems and Quality

6.0 PCAR M&E guidelines developed

IR 3.1: Improved Early Grade Literacy and Numeracy Instructional Practices

Outcome Indicator
3.1.a. Teacher competencies for early grade reading and mathematics documented and approved

Output Indicators
3.1.b. *Number of learners enrolled in USG-supported primary schools or equivalent non-school-based-setting (number of women, number of men) (Agency indicator)*

IR 3.2: Communities mobilized to support school initiatives to improve early grade reading and mathematics

Outcome Indicator
3.2.a. Percentage of SMCs/PTAs implementing actions to support early grade literacy and numeracy in two target districts.

Output Indicator
3.2.b. *Number of SMC/PTAs or similar "school" governance structures supported (Agency indicator)*

IR 4.1: CBE early grade literacy and numeracy instruction enhanced

Outcome Indicators
4.1.a Percentage of CBE centers implementing school report card system in collaboration with communities in two target districts.

Output Indicators
4.1.b. Number of CBE facilitators receiving regular CPD in two target districts of Ntchisi and Salima with USG support.

IR 5.1: Quality of revised PCAR materials for Std. 1 - 2 improved

Outcome Indicators
5.1.a. Percentage of Std. 1-2 teachers regularly using revised materials in the classroom

Output Indicators
5.1.b. Number of learner's book and teacher's guide revised for Std. 1-2

5.1.c. *Number of textbooks and other teaching and learning materials provided with USG assistance (Agency indicator)*

IR 6.1: Institutional capacity for PCAR M&E strengthened

Outcome Indicator

See 6.0 above

Output Indicators

6.1.a. Number of SMC trained on how to monitor performance of learners

6.1.b. *Number of people trained in M&E with USG assistance (Agency indicator)*

6.1.c. *Number of people trained in research with USG assistance. (Agency Indicators)*